DOCUMENT RESUME

ED 257 846 TM 850 268

TITLE	Profiles of Detroit's High Schools: 1975 to 1984. A Monitoring Commission Report.
INSTITUTION	Detroit School District, United States District Court Monitoring Commission, Detroit, Mich.
PUB DATE	Oct 84
NOTE	657p.; For related document, see ED 193 349.
PUB TYPE	Statistical Data (110) -- Reports - Research/Technical (143)
EDRS PRICE	MF03/PC27 Plus Postage.
DESCRIPTORS	Bilingual Education Programs; Court Role; Desegregation Effects; *Desegregation Litigation; *Educational Assessment; High Schools; Inservice Teacher Education; *Institutional Characteristics; Profiles; Program Evaluation; *Program Implementation; Reading Achievement; School Community Relationship; School Counseling; School Desegregation; *School Statistics; Student Attrition; Student Behavior; Testing Programs; Trend Analysis; Vocational Education
IDENTIFIERS	*Detroit Public Schools MI; *Milliken Bradley V; Program Monitoring

ABSTRACT

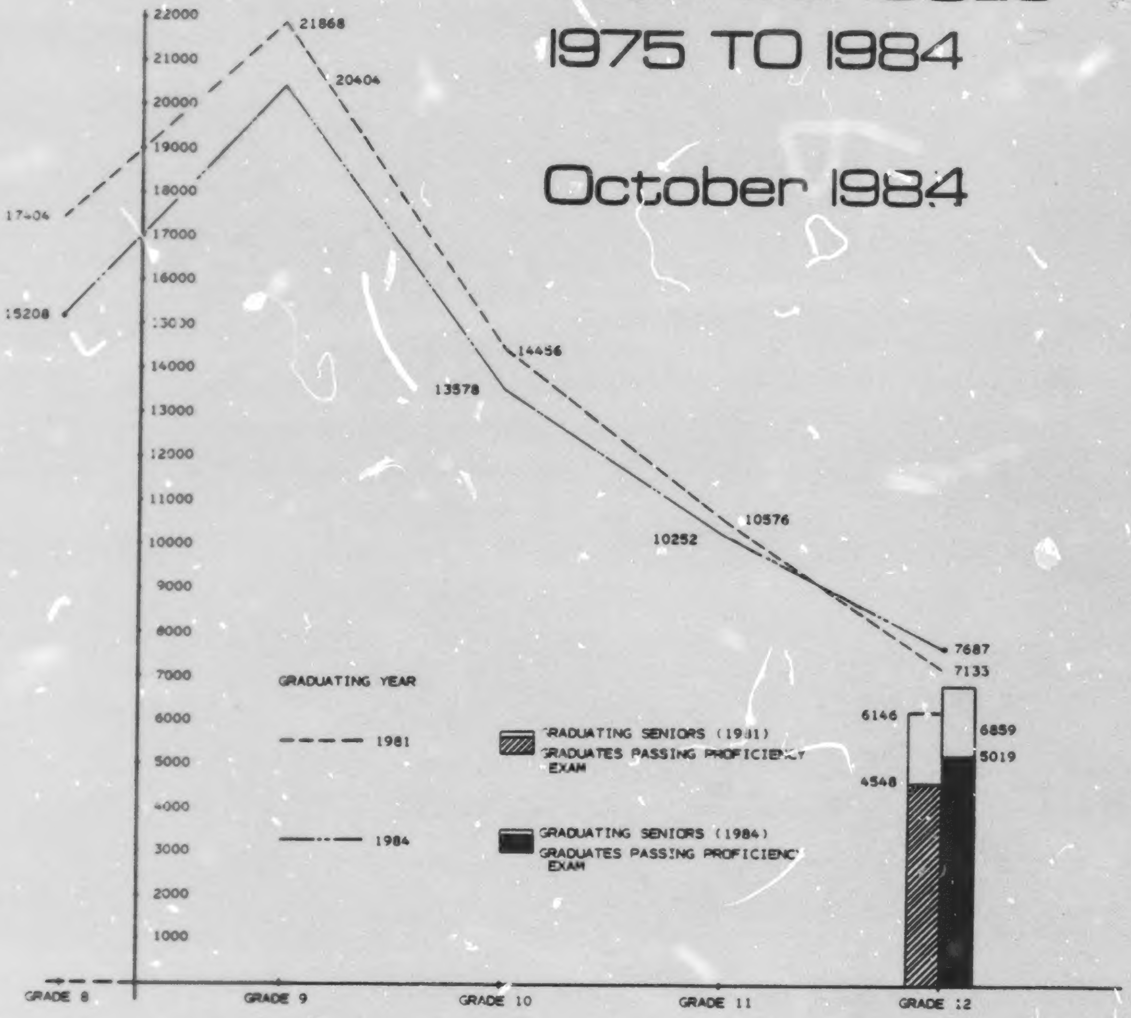
The Monitoring Commisssion was created in 1976 by the U.S. District Court to: (1) audit the efforts of the Detroit, Michigan public school system as it implemented a court-ordered desegregation program, (2) inform the community; and (3) advise the court. This Commission Report on the assessment process and its findings has six major sections as follows: background information, summary of the status of implementation, profiles of individual high schools, minimal assessment criteria and indicators, statistical data, and individual high school scoring matrices. Each school pofile includes individual school characteristics, criteria-based assessment indices, and teacher and counselor ratings of the school. The data provided reflects the status of Detroit's high schools in terms of eight program areas affected by the court's orders: bilingual education; counseling and career guidance; in-service training; reading and communication skills; school-community relations; student code of conduct; testing; and vocational education. This longitudinal study gives historical perspective to the progress of Detroit's high schools and illuminates systematic problems in the areas of student attrition and preparation for high school. (DWH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED257846

PROFILES OF DETROIT'S HIGH SCHOOLS: 1975 TO 1984

October 1984



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. A. Harris

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 850 268

A MONITORING COMMISSION REPORT

**DETROIT SCHOOL DISTRICT
UNITED STATES DISTRICT COURT
MONITORING COMMISSION**

BEST COPY AVAILABLE

U.S. District Court Monitoring Commission

The United States District Court Monitoring Commission is a temporary agency established by the United States District Court, Eastern District of Michigan, Southern Division, under the Bradley v. Milliken desegregation case. The commission:

- Acts as an arm of the court.
- Was established to oversee and "audit efforts made to implement the court's desegregation orders."
- Assists the court with reports and recommendations regarding implementation of the components of the Detroit desegregation plan.
- Is a state-funded agency operating with the assistance of the Michigan Department of Education and other public and private institutions.
- Provides a forum for broad citizen participation through volunteer monitors, component subcommittees, and an Executive Committee.
- Submits reports, findings, and recommendations to the U. S. District Court, N.A.A.C.P., Detroit Public Schools, State of Michigan, Detroit Federation of Teachers, and the general public.

Members of the Commission Executive Committee

Fay O'Hare, *Chairman*
Rev. A. d'Achille
Walter E. Douglas
Connie Ernst
Edna Harrison
Dwight Havens
Jerusha James
Francis A. Kornegay
Olga Madar
Jane Moeller
Robert Roselle
Horace L. Sheffield
Richard Simmons, Jr.
Edward Simpkins
Gordon A. Smith
Tom Turner
Horacio Vargas, Jr.
Lavinia Wingo

Kenneth A. Harris, *Executive Director*

This report is a product of staff activities in support of the Detroit School District United States District Court Monitoring Commission, established by order of United States District Court Judge Robert E. DeMascio to monitor the implementation of school desegregation in the Detroit Public Schools.

Detroit, Michigan
October 1984

Kenneth A. Harris, Director

Ronald R. Dowe, Research Analyst
(Data Analysis, Computer Statistical Analyses and Graphics, Layout and Preparation)

Jean L. Peters, Sr., Education Consultant
(Counseling and Career Guidance, School-Community Relations, Vocational Education)

Gloria S. Rocha, Monitor Coordinator
(Education Specialist Assisting Consultants)

Gerard W. Teachman, Education Consultant
(Bilingual/Bicultural Education, In-Service Training, Reading, Student Code of Conduct, Testing)

PROFILES OF DETROIT'S HIGH SCHOOLS: 1975 TO 1984

October 1984

A Report to the United States District Court

Chief Judge John Feikens
Judge Patricia J. Boyle
Judge Avern Cohn

from the
Executive Committee of the
Detroit School District
United States District Court
Monitoring Commission

Fay O'Hare, Chairman	Jane Moeller
Rev. A. d'Achille	Robert Roselle
Walter E. Douglas	Horace L. Sheffield
Connie Ernst	Richard Simmons, Jr.
Edna Harrison	Edward Simpkins
Dwight Havens	Gordon A. Smith
Jerusha James	Tom Turner
Francis A. Kornegay	Horacio Vargas, Jr.
Olga Madar	Lavinia Wingo

ACKNOWLEDGEMENTS

Many of Detroit's citizens have served the United States District Court since 1976 as volunteer monitors. Under direction of the Executive Committee of the commission, these volunteers have provided community support in the effort to audit the progress of the Detroit school system toward the court's goals. The Monitoring Commission is indebted to these volunteer monitors for their commitment and many contributions. Without their help, observations and data collection essential to the monitoring process could not have been accomplished. Their names are listed below.

Appreciation is extended to the General Superintendent of the Detroit Public Schools, Arthur Jefferson, for his cooperation during the conduct of this study. Superintendent Jefferson ensured the assistance of the school system while the commission pursued information and access to data.

Similarly, the commission thanks the teachers, counselors, and other staff of the Detroit Public Schools who were generous in their support of this study.

The **Profiles of Detroit's High Schools: 1975 to 1984** was prepared by the staff of the Detroit School District U.S. District Court Monitoring Commission under the supervision of, and edited by, Kenneth A. Harris, Executive Director of the commission.

Ronald R. Dowe, Research Analyst for the commission, was responsible for the development and preparation of the report, including research design, reporting format, graphics, and computer data processing, statistical analyses and graphics. He assisted with editing and authored the sections of school profiles and statistical tables.

Jean L. Peters, Sr. and Gerard W. Teachman, both Education Consultants for the commission, were responsible for the identification of criteria and indicators, the collection of data, the monitoring of component status and local schools, and for component analyses, as well as support to commission subcommittees. They authored the section entitled "Summary of Component Status."

Gloria S. Rocha, Monitor Coordinator for the commission, was responsible for coordination of the commission's volunteer monitors, including their initial and on-going training, and assisted in monitoring local schools. She lent her expertise to the consultants and assisted them in their reporting and subcommittee activities.

V. Wanda Hoza managed the office and supplied clerical support for commission activites. She was assisted by Edna M. Johnson who also aided in monitor coordination. Dorothy J. Trice provided clerical, tabular and data entry activities in support of this study.

Acknowledgement and thanks are extended to the members of the Monitoring Commission's Executive Committee and subcommittees who established the criteria used in assessing the schools' progress toward the court's goals in 1978-79 and 1980-81. They also provided technical and other assistance necessary for the development of many reports and recommendations to the court. The following subcommittees and their court-appointed members participated in these efforts.

Bilingual Education

Reverend A. d'Achille (Chairman)
William Daniel
Hnifa Fakhouri
Francisco J. Gonzalez
Karl Kado
Radwan Khoury
Raymond Lozano
Kuldeep Singh
Horacio Vargas, Jr.
Phyllis Hodes (Tech. Advisor)

Counseling and Guidance

Gordon A. Smith (Chairman)
Diane B. Greene (Chairman)
Alice Bennett
Frank Briglia
Arthur Carter
James Coster
Frankye Garner
Jack Liang
Ernest T. Marshall
Billy J. Minor
Lydia Weeks
Thelma Jones Vriend (Tech. Advisor)
George Leonard (Chairman)

In-Service Training

Edward Simpkins (Chairman)
Ernest Anderson
Gilbert Maddox
Samuel Mangione (Tech. Advisor)

Reading

Jerusha James (Chairman)
Charles Morton (Chairman)
Daniel Hoekenga
Joseph Lenzo
Lynne Master
Jacqueline Tillis
Harry Hahn (Tech. Advisor)

Student Code of Conduct

W. Betty Fanroy (Chairman)
James T. Ellis
Reverend Howard Fauntroy
Donald Gray
Joseph Radelet
George Matish (Tech. Advisor)
Thomas H. Oehmke (Tech. Advisor)

Testing

Mary Solanus (Chairman)
Jonas Chenault
Mary Anne Helveston
Ruth Hughes
Francis A. Kornegay
Donnie Smith, Jr.
Frank Wawrzaszek
Frank Womer (Tech. Advisor)

School-Community Relations

Connie Ernst (Chairman)
Rose M. Aguilar
Joseph Areeda
Mildred Kyles
John L. Robinson
Del Russell
Kathleen Straus
William Ware
Arthur Johnson (Tech. Advisor)

Vocational Education

Fay O'Hare (Chairman)
James Boyce
Erma Craft
Albert J. Dunmore
Marguerite Evans
Karanja Famodou
Robert E. Forbes
Edward Hodges
Bette LaChapelle
Quill M. Pettway
James Trent
William M. Womack
Wendell Hough (Tech. Advisor)
Fred Cook (Chairman)

United States District Court
Volunteer Monitors

Cipriano Alvarado
Rev. Charles Anderson
Jeanette Anderson
Santranella Anderson
Margalida Arbulu

Harry R. Arnold
Delora Asbell
Bernice C. Austin
Sandra Ayler
Carolina Azzopardi

Eddie Bailey
Thelma Baldwin
Norma Barth
Ioma Batts
Yolanda Bean

Roslia Benavides
Charles Benham
May Benjamin
David Bentley
Shirley Berger

Edna J. Berry
Marsha Bey
Barbara Blockson
Pastor Kurt Borows, Jr.
Florence Bour

Curtis L. Browder, Jr
Amy Louise Brown
Henry C. Brown
Mabel B. Brown
Marguerite Burroughs

Rev. Frank Calloway
Teola Canty
Mae Ava Carse
Dorothy Carter
Linda Carter

Ethel B. Cassell
Stella Catalano
Don B. Charter
Rev. E. D. Cobbin
Oliver S. Coleman

Bessie Coles
Shirley Collier
Faye Colling
Evelyn Colquitt
Helen Coney

Minnie Connors
Rilla Cook
Robert Coverson
Gloria Craig
Lottie Cross

Loretta Curtis
Roy Curtis
Alpha Jean Davis
Isabelle Davis
Laurence G. Davis

Lois Dillard
Howard Dilworth
Judy Dinges
Clara Dowell
Paula Drzewiecki

Lillian Edwards
Edward Egnatios
Jean Ellis
Gail Fahsome
Sutta Fakhouri

Gussie Fields
Maria Finn
Nita Firestone
Samuel Fisher
Margo Flores

John B. Fognini
Ferrylene Ford
Carol K. Frisch
Joyce Fulton
Theodore Gadowski

Willie Mae Gaskin
Nathalea Gholson
Cordella Goldsby
Dorothy Eloise Good
Juliet Gore

Warther G. Hamilton
David Hanes
Gwendolyn Hankins
Margaret Hansen
Edna Mae Harper

Geraldine Harris
Sherre´ Harris
Mary Harrison
Sr. Marian Harvey
Sarah Haugabook

Katie Haunet
Nova Havard
Carol Hawkins
Carol Hayes
Delores Haywood

Allean Hazelwood
Myrtle Hearns
Joyce Heffernan
Dorothy Henderson
Loretta Henley

Mary Hicks
Don Hill
Naomi D. Hill
Mary Hinton
Roy Linns Hoelscher

Carol Hojnacki
Vivian Holmes
Cheryl Hood
Green Howard
Janice Howard

Mildred Hutson
Isabella Jackson
Rhunette Jackson
Gracie Jenkins
Mary E. Jennings

Betty Johnson
Emma Johnson
Clarence H. Jones
Katie M. Jones
Rev. Odell Jones

Todd Jones
Vicki Kapanowski
Nancy A. Keefe
Patricia Kellum
Katherine Kelly

Mary L. Kelly
Rev. G. B. Kendrick
Alan Kilar
Marian L. Kinchen
Katherine King

Frederick S. Kline
Paul Koch
Bernice Kutylowski
Martha Lane
David Laster

Neri Lauwerier
Myldret Leatherwood
Julia Lehman
Gazetta Lenton
Stanley Leon

Wyvette Linebarger
Ray Litt
Vincent D. Little
Mabel W. Lowry
Mary Luevanos

Earsteen Lyons
Albert Mallory
Mary Malone
Karen Marjarov
Regina Martin

Ruth Mason
William Matthews, Sr.
Geraldine Maulding
Elizabeth May
Mary Jo McCall

Robert McCall
E. LaJune McCamey
Yvonne McGore
Senida Merritt
Patricia A. Metz

Angeline Miaczenski
Joseph P. Micallef
Jimmie Miles
Meredith A. Miles
Mary Miller

Candace Mitchell
Emma Moore
Patricia Moore
Evelyn Mosby
Stanley Mullin

Graciela Murray
Susan Nordstrom
Evelyn A. Odom
Joan P'Donnell
Dorothy Paquet

Fred Patton
Dorothy M. Pauli
Minnie Pearce
Ruth Persichini
Alice Pinn

Percival Piper
Martha Poindexter
Sr. Doreen Poupard
Gertrude Powe
Deborah Golson Powell

Joseph Powell
Joseph Radelet
Aversa Radford
Beatriz Ramirez
Sadie Ramsey

Michael Richardson
Elizabeth V. Robinson
Rosa M. Robinson
Edward Rocha
Gloria Rocha

Karen Rodenbach
Doris Jean Ross
Sedonia Ross
Walter Rosser
Bonnie Mae Rudolfo

Elisa Ruiz
William J. Ryder
Inez Samuel
Pauline Sanders
Ida Santini

George Schaefer
Irene Schoch
Edna Scott
Harriette Scott
Helen Seidel

Ann Seymour
Faith Sharpe
Joyce Sinclair
Sr. Judith Singer
James Smedley

Pastor Elmer W.Smith
Odessa Smith
Richard Smith
Sr. Annette St. Amour
Ethel Starr

Esther Stewart
Harold Stewart
Wilma Stoudamire
Gail Szadaj
Rev. Ronald Tallman

Francis Tapley
Bernice M. Taylor
Lorraine Taylor
Dorothy Thomas
Rev. Horace L. Thomas

Ella Thompkins
Rev. Bishop Thompson
Leontyne Topps
Marucia Treadwell
Essie Trotter

Caryol Turner
Helen Turner
Connie Vance
Salvador Vara
Adolph Wachsmann III

Jessie Wallace
Cheryl Walton
Earnestine Ward
William Ware
Reller Washington

Vincent C. Washington
Brownyn Watson
Louise Watson
Junetta R. Watt
Constance Wells

Carolyn West
Bradford White
Dorothy Wiley
Lillian Williams
Rev. Melvin Williams

Robert E. Williams
Rona Williams
Ruby Williams
Wilhelmina Williams
Raymond Willis

Gladys Wilson
Margaret Withers
Indianola Witherspoon
Mary V. Wood
Nancy E. Wood

Ellen Woodson
Rev. Herman Yarber, Jr.
Marsha Yeagens
Cheryl Young
Edith Young
Phyllis Young

TABLE OF CONTENTS

PAGE

I. Acknowledgements v
Monitoring Commission Subcommittees vi
Volunteer Monitors vii

Section A

II. Introduction . . . . A-i
Notes on Sections . . . . A-iii
Aggregate Ratings . . . . A-vi
High School Student Attrition . . . . A-vii

III. Background: Process, Method, and Impact

The Monitoring Commission A-1
The Monitoring System A-2
Criteria-Based Assessment of Individual Schools . A-4
Methodolgy A-5
Multi-Level, Criteria-Based Assessment Process . . A-6
Criteria-Based Assessment Indices A-8
Implementation of the Study A-10
High School Profiles: Impact A-11
Summary of Subsequent Events A-12
Monitoring Commission Organization A-14
Scoring for the Minimal Assessment A-15
Sample Scoring Sheet A-17

Section B

IV. Summary of the Status of Implementation

Bilingual Education B-1
Counseling and Career Guidance B-5
In-Service Training B-21
Reading and Communication Skills B-23
School-Community Relations B-27
Student Code of Conduct B-37
Testing B-43
Vocational Education B-47

Section C

V. Profiles of Individual Detroit Public High Schools
- Individual School Characteristics
- Criteria-Based Assessment Indices, 1978-79 and 1980-81
- Counselor Ratings of Individual Schools
- Teacher Ratings of Individual Schools

Index of High Schools by Region C-1
Explanatory Notes Re School Characteristics . . . C-2-1

Section D

VI. Assessment Schematic D-1

VII. Correspondence Re Process D-3

VIII. Minimal Criteria D-11

IX. Indicators of Criteria Satisfaction D-29

Section E

X. Statistical Data

Overview E-i-1
Membership and Enrollment E-1
Achievement E-2
Attendance E-3
Discipline E-4
Class Size E-5
Counseling E-6
Vocational Education E-7
Bilingual Education E-8
Criteria-Based Indices E-9

Section F

XI. Scoring Matrices for Individual High Schools

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

PROFILE OF DETROIT'S HIGH SCHOOLS: 1975-1984

CRITERIA-BASED ASSESSMENT

Introduction

The Monitoring Commission was created to assist the U. S. District Court in the Detroit school desegregation case, Bradley v. Milliken. The commission was charged to audit the efforts of the Detroit school system as it carried out its court-ordered desegregation programs, to inform the Detroit community, and to advise the court.

In the Spring of 1978, the Executive Committee of the commission initiated this monitoring project, the criteria-based comparison of schools, in order to determine how successfully the Detroit Public Schools delivered the benefits of the court-ordered educational programs to students. The project was to yield reports to the court on the relative ability of schools to implement these programs as well as recommendations for needed action. Recommendations by the parties to Bradley v. Milliken were also expected to follow from this study. The Monitoring Commission anticipated that, with the aid of these reports and recommendations, and with the attention of the parties to the case, the school system would be assisted in achieving the court's objectives.

The Detroit High School Profiles: 1978 Criteria-Based Assessment Summary, the first volume of this study, was presented to the court, and released, in March 1979. Judge Robert E. DeMascio held hearings based on the High School Profiles to determine whether there was need for further remedial action. During the same time, the Detroit school system initiated additional program activities as part of its response to the Monitoring Commission's study. The school system noted in its "Detroit Public Schools Response to the U.S. District Court Monitoring Commission -- 29 June 1979" that:

> The process of analyzing and developing responses to the Profiles and the Executive Committee letter has resulted in the Detroit Board of Education gaining important insights related to the implementation of the court's orders.

> The insights gained have led to the development of some new and improved activities which the district believes will raise the quality of educational services being provided to the students of the Detroit Public Schools. (p.2)

The Profile of Detroit's Region 2 Elementary and Middle Schools: Criteria-Based Assessment, the second volume of this study, was presented to the panel of judges replacing Judge DeMascio, Chief Judge John Feikens, Judge Patricia J. Boyle, and Judge Avern Cohn in 1981. This volume presented data reflecting the status of implementation in the Region 2 middle schools in 1978-79 and in the Region 2 elementary schools in 1979-80. A third volume presenting system-wide middle school data was released in December 1981 and a fourth volume, Profiles of Detroit's High Schools: 1975 to 1981, was released in April 1982.

Comparison of schools -- not evaluation of programs -- was the first aim of these studies. It was projected that when the court-ordered programs were implemented then the commission would proceed to evaluate the benefits of these programs that were designed by the school system to achieve the goals ordered by the court. This study reflects the degree to which the programs have been implemented in the high schools between 1975 and 1984.

The data comparing schools' implementation of programs, and the assessment of their ability to deliver program benefits to students are summarized below in Section C, "School Profiles," and section B, "Summary Findings."

The summary presentation of this data is only one part of a process that should lead to the further improvement of Detroit's schools. The school system has numerous options in dealing with this material. They may analyze the results and use them to initiate action, or respond in other ways. The data suggests no conclusive solutions; it provides, rather, the identification of system-wide problems and indicates individual school problems that can be solved. If the school system's decisions are made so as to address situations documented in the schools, then one part of the commission's task will have been satisfied. Since 1975, the commission, in pursuit of its charge, has used such data to pursue further programmatic improvements, inform the community, and advise the court.

It is important to note that these Profile reports neither explain the differences among schools nor gives reasons for their relative achievements. Rather, this report reveals their differences and shows their relative success in delivering the benefits of the court-ordered programs to students. The task chosen was to illustrate the relative successes of schools as clearly as possible, and to provide this as information to become the basis of action.

Implementation of the court's orders began in 1976. The court-ordered programs intended to improve the quality of education in Detroit should now be effected in the schools profiled below. The data here reflects the status of Detroit's high schools in terms of the program areas affected by the court's orders (such as Counseling and Reading) for the years 1975-76, 1978-79, 1980-81, and 1983-84. This longitudinal study gives historical perspective to the progress of the high schools in Detroit; and the progress measured here is significant. But this study also illuminates systematic problems in the areas of student attrition and preparation for high school.

Further studies of Detroit's elementary and middle schools would assist in the development of the preconditions for successful high schools. The evidence of the High School Profiles suggests that the problems of high school students might be best solved in earlier grades.

Notes on Sections

Section A: Background

In this section of the report, background information regarding the origin of the Monitoring Commission, and the rationale, methodology, process and impact of the longitudinal Profiles study is outlined.

Section B: Summary of Status of Implementation

The commission used various methods of data collection and various sources of information to prepare these Profiles. In this section the commission has summarized the findings developed from data from all sources. Here is a component-by-component summary of the aggregate data as analyzed by subcommittees assisted by staff. Summary status of component implementation is outlined reported as of 1981, when the second High School Profiles report was issued, and has been updated as of the conclusion of the 1983-84 school year.

Section C: Profiles of Individual High Schools

Each school has a Profile in this section that consists of six pages of information.

The first two pages for each school, "Individual School Characteristics," reports selected information obtained from Detroit Public Schools administrative offices. These pages provide background for comparison of schools in terms of size, attendance and discipline, achievement scores, and student attrition.

The third and fourth pages for each school, "Criteria-Based Assessment Indices," display the summary assessment data derived from several thousand items of information from each school collected by staff and volunteer monitors. These pages numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students (see pp. A-4 to A-8), as assessed by the commission in 1978 and 1981.

A score (Index I) is given, by component, reflecting the school's demonstrated ability to respond to the commission's inquiry about that component. A summary score (Index I Assessment) reflects the school's overall ability to respond. Another score (Index II) reflects the adequacy of each school's responses to inquiries about each component; while a summary score

BEST COPY 14

(Index II Assessment) reflects the adequacy of the school's total response. A final score (Index III) for each component reflects each school's success in delivering each component to students. An overall score reflecting the school's ability to deliver the benefits of the court's order is given with the Index III Assessment. This final index is a measure of the school's compliance with the court's orders.

The fifth and sixth pages, "Teacher and Counselor Ratings of Individual Schools," report the estimates of the high schools' English and social studies teachers and counselors, as they view the schools' successes in the several components. In 1978 they were asked also to view the school in retrospect--three years earlier when the programs began--to note improvements. Where the teachers indicated that they could not judge this, no response was measured. Ratings are displayed for 1975, 1978, 1981, and 1984.

Section D: Minimal Criteria, and Indicators

The criteria used to assess the schools, the flow charts reflecting the development of the criteria and their use, and letters explaining this process to school administrators are included here. The criteria were developed by the commission in consultation with Detroit Public Schools administrators and department heads (see pp. A-2 to A-6).

The "Indicators of Criteria Satisfaction," here were developed to measure:

(a) the individual school's ability to respond;
(b) the adequacy of the school's responses, and
(c) the conformance of the school's programs with the court's orders (see pp. A-7 to A-9).

High school "indicators" follow below in this section.

Section E: Statistical Data

The tables included in this section were compiled from data reported by the school system. These tables are explained individually within this section, and a brief overview of their sources and content is included. They concern:

- Aggregate Teacher and Counselor Ratings
- Membership and Enrollment, including High School Attrition
- Achievement
- Attendance
- Discipline
- Class Size
- Counseling
- Vocational Education
- Bilingual Education
- Criteria-Based Indices

BEST COPY

Section F: Individual High School Scoring Matrices

The criteria-based assessment indices included in Section C, based on the criteria and indicators (Section D), were developed using tables as shown in the methodology section, pp. A-15 to A-21. The scoring tables for each school are included in this section. These tables report the score on each item, in each component, for every school using the Monitoring Commission's indicators, for the 1981 commission assessment of court-ordered programs.

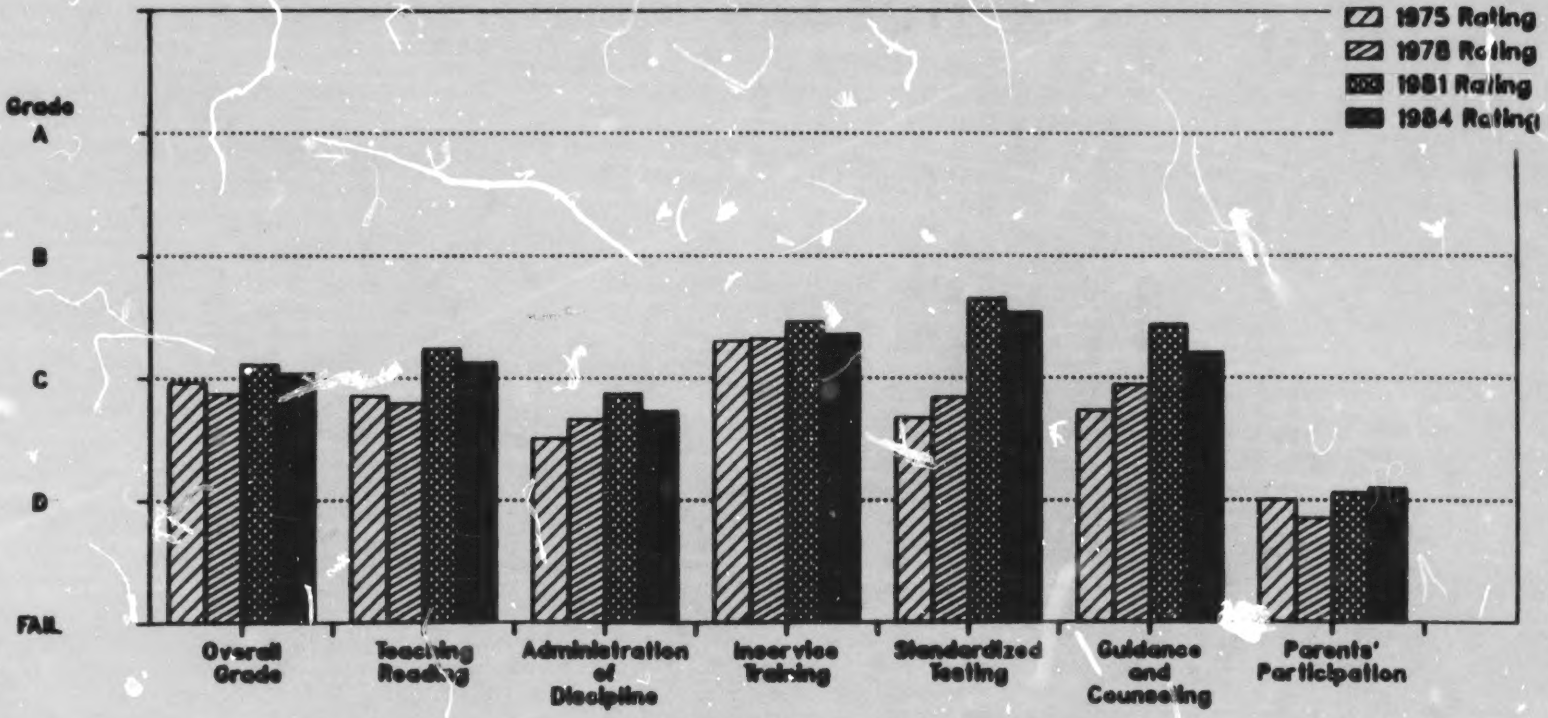
Aggregate Ratings of the Detroit High Schools (p. A-vi)

To illustrate the overall progress made in the implementation of the court's desegregation order in the Detroit Public Schools, aggregate ratings of Detroit high schools by teachers and counselors are reproduced below. Generally, improvement was noted by teachers and counselors in component implementation through 1981, however, more recent ratings show a decline from the previous years' modest gains.

High School Student Attrition (p. A-vii)

The commission has here traced the progress to graduation of six Detroit high school graduating cohorts. This chart indicates that the school system continues to experience extraordinary losses from regular day school programs, although there does appear to be a gradual and continuing improvement in high school retention. Of those students who do graduate, between 20 and 30 percent graduate without the school system's proficiency endorsement on their diplomas.

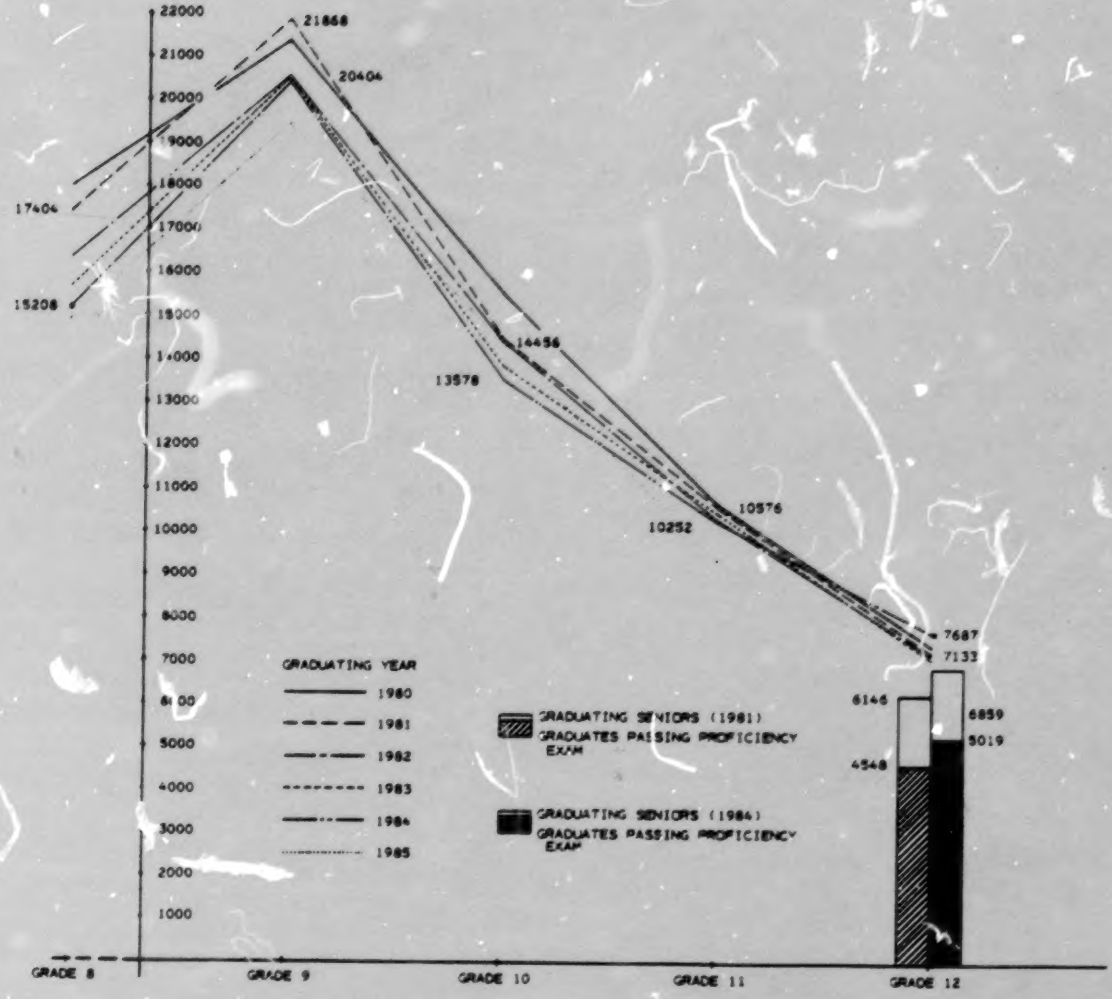
TEACHER AND COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 AGGREGATE RATINGS



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

BEST COPY

CHART 1.1: STUDENT ATTRITION FROM THE DETROIT PUBLIC HIGH SCHOOLS, REGULAR DAY SCHOOL PROGRAMS, AS ILLUSTRATED BY THE PROGRESS OF GRADUATING COHORTS, 1980 GRADUATES THROUGH 1985 GRADUATES[a]



* *"Graduating seniors" reports the numbers of students graduated from regular, day high school programs (including Davis Center) in June 1981 and June 1984. Other students who graduated from evening and summer school programs are not reported here, and are not counted in these membership figures.*

** *Graduates passing all three sections of the Detroit High School Proficiency Examination receive a special endorsement on their diplomas.*

[a] Student attrition charts the grade-to-grade membership over successive years for cohorts of students, beginning in grade 8 through graduation five years later. For example, assuming normal grade progression, the 1984 graduating cohort would have been in grade 8 in 1979-80. This chart also displays the number of graduating seniors, and the number of graduates passing the district's High School Proficiency Exam, for 1980-81 (1981 graduating cohort) and 1983-84 (1984 graduating cohort). (see also Tables 1.2 through 1.5 below)

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

PROFILES OF DETROIT'S HIGH SCHOOLS: 1975 TO 1984
BACKGROUND: PROCESS, METHOD, AND IMPACT

The Monitoring Commission

The U.S. District Court of Eastern Michigan, Southern Division, in October 1975, as part of the Detroit School District desegregation order, Bradley v. Milliken,[a] created a Monitoring Commission to audit the schools' desegregation efforts.

In his 15 August 1975 opinion, Judge Robert E. Demascio held that it was the obligation of the court to oversee the efforts made, and progress attained, in the implementation of his orders. At the same time the court opined that "Detroiters know that the vitality of their city depends upon the excellence and stability of their school system" (Memorandum Opinion at page 121). Consequently, a court-appointed Monitoring Commission was created, responsible only to the court, to effect a monitoring system designed to assist the efforts made by the Detroit Public Schools to implement the court's desegregation effort. The monitoring system was to include:

(1) A commission sufficiently large to ensure broad citizen participation.

(2) An "Executive Committee" to manage the commission.

(3) A professional staff to provide support services, drawing advisory assistance from state and private universities.

(4) Assistance from state institutions to provide supervisory and support staff needed to analyze and report on information obtained.

(5) Twelve subcommittees to examine the components of the order and to provide input for evaluation by the professional/advisory staff and the Executive Committee.

The State Superintendent of Public Instruction, Dr. John W. Porter, at the direction of the court, proposed a plan for monitoring the court's desegregation effort and requested the assistance of state institutions. The commission's offices opened in November 1975.

---

[a] 402 F. Supp. 1096 (1975).

Pursuant to the court's orders, the State supplied necessary support and the commission was appointed and began operation with broad representation from educational institutions, businesses, and labor unions. Additionally, large urban/public-interest oriented groups such as the Urban League, League of Women Voters, and the urban coalition, New Detroit, Inc., were represented. In order to expand community representation, the twelve subcommittees responsible for monitoring individual educational components of the order (e.g., "Reading," "Testing") included community representatives as well as educational professionals. (see p. A-14)

By January 1976, when the desegregation order was to be implemented, the commission had further augmented its broad community base by recruiting and training a corps of volunteer monitors who were to be responsible for on-site observations, interviews, and data collection in the 283 Detroit public schools. Thus, within three months of its inception, the commission was on-site, trained, and engaged in monitoring tasks when the buses rolled.

The Monitoring System

While the commission was busy designing "The Monitoring System" (finished by the summer of 1976) the volunteer monitors were collecting broad, programmatic, objective-referenced data that was analyzed in district-wide terms. Data would be collected at the request, e.g., of the "Counseling" subcommittee or "Pupil Reassignment" subcommittee, that would reflect on the overall District level of implementation. This was analyzed and reported to the court, the parties to the case, and the community (through news conferences) along with programmatic recommendations.

After a year of reporting system-wide information it was clear that a different approach might be necessary. The commission's reports that, for example, the "Reading" component was "unevenly" implemented or that the "Student Code of Conduct" was not uniform through the system, had resulted in some program or policy changes at the Central School Board level, but the 283 local schools were frequently not uniformly affected. Moreover, the schools clearly needing improvement were often untouched by the central administration's edicts.

The Detroit Public Schools system was at that time divided into eight regions.[b] Each of the eight regional administrations answered to a

---

[b] On 9 September 1981, the Monitoring Commission Executive Committee released the report of the Regional Structure committee of the commission. The Regional Structure committee of the Monitoring Commission was established by the order of Judge Robert E. DeMascio in October 1975. It received information from the other subcommittee and staff of the Commission and reviewed that information in the light of its charge. Its objective was to report ongoing effects of the Regional Structure of the Detroit Public Schools system as it facilitated or impeded the progress of the court's orders. (footnote continued on next page)

BEST COPY

regional school board. Each regional school board was represented on the Central Board of Education, but was partially independent. The Central Board of Education had no direct administrative authority over the local school. Because the eight regions differed in their style of operation and in their response to central administration direction, they differed in their demonstrated commitment to implementing the court's programs. In implementing the court's "School-Community Relations" component, for example, some regions employed more school-community relations personnel than others. These personnel assisted in implementing the court's plan to involve the community more fully in educational decisions. Differing levels of staffing perphaps reflected differing regional commitment to such involvement. Again, in the "Student Code of Conduct" component, the local school principals, in their administration of discipline, reflected the attitude of the region boards and region administrations toward discipline. The local school principal had to either satisfy the regional attitude, or satisfy the central administration's programmatic efforts to implement the court order. This resulted in varied regional implementation of the "Student Code of Conduct." The court's efforts to remedy the effects of past segregation, the court-ordered programs intended to improve the quality of education at the local schools, were, thus, frequently impeded by the school system's administrative organization. Regional superintendents had regional reasons for not correcting local school conditions; while the central administration often seemed to be organizationally excused.

The problem of local school program implementation required a new tack. A new approach was derived from the existing "Monitoring System." The "Monitoring System" had been designed for the commission by its staff and had been presented to all parties to the case at a "Retreat" in September 1976. The design began in the review of the desegregation orders, wherein staff identified the desegregation goals and actions ordered by the court. A lengthy process involving consultation with the

---

(footnote continued)

Based on the information available to the Regional Structure committee, and the historical analysis of the record, the committee concluded that the decentralized regional system was disfunctional in terms of successful and uniform implementation of court-ordered programs, clear unitary policy, and management accountability.

The Detroit Public Schools need a system that provides:

(a) effective and expeditious policy setting;
(b) more effective and efficient use of personnel;
(c) effective direct-line supervision of personnel;
(d) effective and attentive disposition of local school problems; and
(e) more effective use of public resources.

The release of this report resulted in considerable media and editorial comment. Subsequently, Detroit voters in 1981 approved a ballot proposal to recentralize the school district. In September 1982, high schools were reorganized under one division.

subcommittees of the Monitoring Commission and with the Detroit Public Schools staff resulted in establishing measures for auditing the progress of implementation of each component of the court's orders. The court's objectives and the means of assessing the school system's progress toward those objectives were thus identified.

The General Superintendent of Detroit Public Schools, Dr. Arthur Jefferson, facilitated the design process throughout by providing both information, (e.g., regarding programs, procedures, plans, and proposed timelines) and access to the central administrative staff for liaison. All measures and monitoring instruments designed as part of this "Monitoring System" were thereafter shared with the central and regional administrations for their information and counsel.

The "Monitoring System" employed information gathered by volunteer monitors and obtained through staff interaction with the school system's personnel. Each identified desegregation goal and objective had a corresponding list of activities for staff and volunteers. This guided the collection of information required for subcommittee analysis. The component subcommittees were then to review the staff reports and data, and assess progress. The Monitoring Commission's subcommittees were responsible for establishing criteria and judging levels of attainment according to the criteria they set. Using these criteria, the staff of the commission, again in consultation with subcommittees and school personnel, designed data collecting instruments and measures for assessment. These assessments and judgments were to be reported to the Executive Committee to be transmitted to the court. The process was intended to provide the court all information necessary both to assess progress of implementation and to revise its desegregation orders, if necessary, to achieve the desired effects.

Criteria-Based Assessment of Individual Schools

The commission initiated this new approach in the spring of 1978. Its aim was to determine how successfully the individual schools delivered the benefits of the court-ordered educational programs to students. The project was to result both in reports on the relative ability of schools to implement these programs and in suggestions for further action. Recommendations to the parties to Bradley v. Milliken were expected to follow from this comparison of schools.

The format for comparison of school's implementation of programs and the assessment of their ability to deliver program benefits to students are shown below.

Comparison of schools--not evaluation of programs--was the first aim of this study. The project was to begin with high schools, then to provide the same analysis for middle schools and elementary schools. Although high schools were expected to show the least desegregation-ordered effects, because the benefits of the court's programs would only have affected the last two years of the then current students' education, high schools were studied first. High school students might leave school without having been touched by desegregation-ordered benefits unless attention was directed here first.

When the "Profiles" (the comparison of schools in terms of their levels of implementation of the desegregation programs) are completed, the commission can proceed to evaluate the benefits of the programs designed by the school system to achieve the goals ordered by the court. Before this can occur, the programs must be implemented. This study was intended both to reflect the degree of implementation and to assist in the completion of these programs.

The summary presentation of the assessment data was to be only part of the process that was expected to lead to the further improvement of Detroit's schools. The school system would have the option of explaining the diversity of results (the "successful" schools), initiating indicated actions to improve less successful schools, or changing programs system-wide to achieve desired results. The data was not to provide answers so much as it was to raise questions and to located individual problems. If decisions were made to improve observed situations then part of the commission's charge would be satisfied.

It should be noted at the outset that neither final conclusions nor casual inferences were the end of the study. It was, rather, to illustrate the relative successes of schools as clearly as possible and to provide this information as the basis of action.

Methodology

The Monitoring Commission set out to develop an individual school assessment process that would allow for the following parameters:

(1) field-based, non-professional (volunteer) monitors collecting in-school data;

(2) data collected from central school administration sources, and other agencies, in addition to data collected from local school administrators, teachers, and counselors;

(3) court-ordered goals and identified objectives, translated into assessment processes, producing data for judgments by subcommittees made up of professionals and community volunteers;

(4) assessments that could illustrate, comparatively, actions of schools' administrators, while identifying local school and regional problems; and

(5) assessments that could reflect opinions while providing objective comparative measurements.

The methodology was continually refined as staff determined the feasibility of assessment techniques in terms of data processing and collection limitations, volunteer monitor techniques, data reliability, usable sample populations, potential computerized data processing, and school system resistance.

To deal with the problems inherent in volunteer, non-professional, in-school monitoring, the interview and data collection instruments were designed to limit error, and a cadre of selected monitors was trained.

The criteria-based assessment scheme was chosen because the "Monitoring System"—set as it was in terms of goals, objectives, and indicated assessment actions--lent itself to a process based on subcommittees' identification of criteria and subcommittees' judgments. Again, the "Monitoring System" had been constructed using the subcommittee process and had the cooperation of the central administration as well as the support of the court, so it lent itself readily to the new tack.

The Multi-Level, Criteria-Based Assessment Process

With the assessment's purposes premised, and with the committee structure and other parameters in mind, the commission developed a three-level, criteria-based process. Taking the goals of the court order as the starting point for each component, the "Monitoring System" provided stated objectives. An example follows.

Component: Counseling and Career Guidance

Desegregation Goal: to ensure that the schools assist students in their self-development and acquaint them with the career training possibilities available in the system.

Monitoring System Objectives:

#1: to determine whether the school system is implementing its guidance and counseling plan.

#2: to ascertain the provision of a Guidance Advisory Committee in each school for the purpose of establishing and modifying policies with respect to guidance and counseling.

With these, at a meeting of the Monitoring Commission's Counseling and Career Guidance Subcommittee, a set of "broad criteria" were identified based on the court-ordered goals (see p. A-18). The "broad criteria" served then as the basis for more numerous "minimal criteria" that would be used "for the initial assessment of individual schools."

The "minimal criteria" might, for example, designate specific actions of the local school's administration that would stand as evidence of initial efforts to implement a particular segment of a court-ordered program. These "minimal criteria" could be structured as interview questions or be designated as documents to be collected by volunteer monitors. "Minimal criteria" served both to assess the ability of the local school administration to provide responses and, given that response, to suggest further staff action. This was termed "Assessment I."

Items in the column termed "Staff action for further assessment of indicated schools" were derived from "minimal criteria." These items are commission staff follow-up activities designed to produce data assessing the adequacy of the local school's responses to the questions or instruments of Assessment I (see pp. A-18 to A-21). The "Staff action" determined the adequacy of the school's responses in terms of specific details of the local school's policy or program (see p. A-20). This assessment of adequacy of response led to the judgment termed "Assessment II."

Assessment II used monitor-collected interview responses, personnel lists, collected data, etc., to suggest the next assessment step. An examination of the data or lists or responses might, for example, suggest a need for staff to obtain further records from that school, or to proceed to "Assessment III" for an even more detailed analysis of collected data relating to that school.

At each level the data sought was to reveal more specifics of the local school's implementation of a particular program. For a final level of assessment, based on the initially monitor-collected data, quantitative measurements were developed that could be applied to the data. Assessment III thus applied quantitative measures to the individual school's data to demonstrate whether it had met the commission's criteria. This assessment of the local school's level of compliance with specific criteria was a reflection of the school's abily to implement the court's orders.

In sum, at level "I" the local school's ability to respond was assessed. At level "II" the adequacy of the response was assessed. At level "III" the data collected was assessed in terms of compliance with the criteria reflecting the court's objectives. A school satisfying level "III" has demonstrated evidence that the court's orders are there implemented successfully.

Criteria-Based Assessment Indices

Several thousand items providing data for each school were analyzed in order to produce just one page of "Assessment Indices" for that school. These items were obtained through various processes. To outline a few:

(a) in-school volunteer monitor collection of documents;

(b) in-school volunteer monitor interviews of principals;

(c) collection of central administration attendance data, collection of bilingual education eligibility lists, reading and testing data, etc.;

(d) collection of regional bilingual advisory community membership lists and student discipline process data;

(e) questionnaires distributed to all local school-community relations chairmen;

(f) questionnaires distributed to all elementary school teachers and counselors, and all high school and middle school English and social studies teachers and counselors;

(g) questionnaires to all guidance aides and all counseling department heads.

On the pages below entitled "Assessment of Individual School's Delivery of Court-Ordered Programs" each component of the court order is assessed at three levels.

At the first level, "Assessment I," the index (Index I) for each component reveals whether the local school was able--with advanced notice--to provide the monitor with requested information. Staff assessed the material returned and the questionnaires in order to set this index. The index could vary from -1.0 (if the principal could neither respond to questions not provide documents) to +1.0 (if all questions were answered and all required documents supplied).

At the second level, "Assessment III," the index (Index II) for each component reveals whether the material collected at the school adequately demonstrates conformance with program criteria. This Index II is a measure of the "adequacy of the school's response to criteria-based assessment."

It may be useful to examine this process more fully using the "Counseling and Guidance" (High Schools) Assessment II measurements. In the tables below (pp. A-17, A-20) each numbered item assessed corresponds to an item collected with a particular data collection form. In this case 31 items were assessed for level II. Each item was then examined to determine if it satisfied criteria for that item, and then it was scored as indicated. These scores were totaled (with negative scores weighted against the total) so that the final index (II) reflects the degree of the school's compliance with the component criteria (see pp. A-15 to A-16).

An index of 1.0 for "Counseling and Guidance" Assessment II would mean that, for X school, the commission's information, upon analysis, revealed that all 31 statements below were satisfied or true. An index of 1.0 would be tantamount to a sentence with 31 clauses, e.g.:

> X school has an assigned guidance department head; and the number of assigned guidance counselors satisfies Detroit Public Schools guidelines for 1980-81; and one secretary is assigned per department head; and one secretary is assigned per every two counselors assigned; and the school has a guidance plan of action which includes tasks or objectives in each of six program areas; and the guidance department head reports having appropriate participation in in-service training; and the school's guidance advisory committee has appropriate membership; and. . . .

Rather than make several thousand assertions about each school's activities, in order to express a judgment about the adequacy of the school's responses, it seems clearer to provide an index for each component. If one seeks detail, that is, if one wishes to know exactly which items were satisfactory, and which not, at level II, it is only necessary to check the satisfactory, and which not, at level II, it is only necessary to check the scoring table for that school, to note the item numbers scored "<->", and to refer to the Assessment II "indicator of criteria satisfaction." The scoring tables are available for each school (see e.g., p. A-17).

At the third level, "Assessment III," the index for each component (Index III) reveals whether, upon final analysis, the total set of materials assembled to assess that school demonstrates that that school is in compliance with the commission criteria. Index III is a measure of the school's success in meeting the court-ordered objectives.

In the "Counseling and Guidance" (High Schools) Assessment III tables there are 53 items that are assessed to produce Index III. Again, an index of 1.0 would mean that for X School, the total set of information, upon analysis, revealed that all 53 items were satisfactory or true. If all were true, then the commission would have concluded that X school gave evidence of having satisfied the objectives of the court's orders.

Where Index III is missing, one of the following explanations applies.

(a) the school did not implement the component due to lack of eligible students, e.g., "bilingual education;"

(b) the final stages of implementation of the component were under the control of the central administration, e.g., "testing," and it was judged inappropriate to attribute this index to the local school; or

(c) no criteria were applied to this component because no evidence was available to assess the component, e.g., the results of "in-service training."

An index of -1.0 would mean that there was no evidence, upon criteria-based assessment, that the school was implementing the court's orders. This would suggest serious further investigation. An index of 1.0 suggests that the school is implementing the court's orders successfully. Most schools' indices will lie between 0 and 1.0, indicating the degree to which the school has successfully implemented that component.

Implementation of the Study

After the subcommittees and staff developed the criteria and measurements (see assessment schematic, Section D), survey instruments were developed to meet the parameters of the study. The school system was kept informed of the commission's intentions, and, according to established protocols, the central and local schools' administrators were informed of the timelines of a particular survey and of its requirements (see letters, Section D below).

Volunteer monitors were assembled and instructed regarding the standards and procedures of a particular survey and were assigned to the schools so that they surveyed specific schools at specific times in accordance with the timelines. After the data were collected, the monitors were reassembled to return the data instruments to staff and to discuss situations encountered in executing the survey during their school visits. At each stage of assessment, procedures and techniques were reexamined for their utility.

While the three-level assessment was in process, other data were being collected from the central administration department heads. This data resulted in various tables and "School Characteristics" profiles (for example, see Sections C and E).

Additionally, questionnaires were developed to elicit the opinions of teachers and counselors as to their evaluation of the individual schools' delivery of services in the component areas (see also Section C). These questionnaires were provided to selected sample populations. In the high schools and middle schools all English and social studies teachers and counselors were surveyed. In the elementary schools all counselors and teachers were surveyed. The return of these questionnaires approached 90 percent, which indicates that this data is highly reliable.

High School Profiles: Impact

In the fall of 1978 the various assessment instruments were executed in high schools and other information was collected as planned. The data were processed and analyzed during the winter and the report was assembled for the commission in February 1979.

In March 1979, the commission held a "Retreat" to which all parties to the case were invited. The report was here formally presented to the schools' administration (after various elements and findings had been previously discussed). Following the "Retreat" the report, entitled Detroit High School Profiles—1978 Criteria-Based Assessment Summary, was officially forwarded to the court and released to the public at a news conference.

In April 1979, the Executive Committee of the Commission drafted and approved a set of recommendations based on the findings of the Profiles—Summary. These, too, were forwarded to the Detroit Public Schools and the other parties to the case: the N.A.A.C.P., the Detroit Federation of Teachers, the Michigan State Board of Education, and Governor Milliken. The court also received these recommendations. The commission requested a response from the school system by 30 June 1979.

Judge Robert E. DeMascio, in a Memorandum and Order dated 30 May 1979, noted the findings of the commission's study and ordered a hearing to discuss appropriate action by the parties. On 29 June the Detroit Public Schools filed a response to the Monitoring Commission's report and recommendations with the court. The court soon held hearings (on 23 July) and heard a discussion of the report and testimony from the Monitoring Commission Chairman, Fay O'Hare, and the General Superintendent, Dr. Arthur Jefferson. Judge DeMascio then issued a Memorandum and Order (6 September 1979) in which he wrote:

> After reviewing the March 21, 1979 Monitoring Commission Report, we concluded that the Detroit Board has knowingly failed to implement the remedial programs ordered by the court in 1975. The evidence presented at the July 23, 1979 hearing on the Monitoring Commission Report fully supports our conclusion. That report, now a part of this record, is unrefuted and established that the Detroit Board is lagging in its implementation of court ordered remedial programs. (Memorandum Opinion at page 3)
>
> * * * *
>
> We are persuaded that the court must act to ascertain that its orders can be implemented. (p. 6)
>
> * * * *
>
> IT IS FURTHER ORDERED that a hearing be held . . . at which time the parties will produce evidence from which the court may determine the steps to be taken to assure greater progress in the implementation of its desegregation order. (Order, p. 1)

BEST COPY

Hearings continued through November 1979. In January 1980, the court ordered that the parties submit briefs to recommend actions that would ensure the implementation of the court's remedial desegregation orders. After January 1980, various briefs with recommendations and counter recommendations, replies and responses to recommendations were filed by the parties.

Actions recommended by the parties to the case subsequent to these hearings included:

(1) that the Detroit Public Schools reorganize with respect to the authority of superintendents;

(2) that an office of desegregation implementation be instituted within the school system's structure;

(3) that the role of the community in the selection of local school principals be increased;

(4) that the administration of program management be reorganized;

(5) that the Monitoring Commission undertake supervision of school-community relations programs in 283 local schools;

(6) that there be further studies of component program needs by outside consultants; and

(7) that findings of contempt be applied by the court to high school officials.

Summary of Subsequent Events

In response to a ruling of the Sixth Circuit Court of Appeals, Judge DeMascio ordered a new pupil reassignment plan that would involve busing students across Region boundaries within Detroit. This order was stayed. The Sixth Circuit Court remanded the order requesting a plan involving all of Detroit's eight school Regions. And, in 1980, at the Circuit Court's recommendation, Judge DeMascio removed himself from the case.

Chief Judge John Feikens, Judge Avern Cohn, and Judge Patricia J. Boyle of the District Court were selected to decide the case. In the fall of 1980 they began to pursue necessary remedies, and in February 1981 they ordered a new pupil reassignment plan to take effect in September 1981. It was here indicated that, after January 1982, transportation of students that did not serve a desegregative purpose could be eliminated.

Further hearings resulted in an agreement (in August 1981) among the parties that established (a) the length of time (until 1988) that court-ordered educational remedies would be funded by the defendants, and (b) a schedule of reports to the court by the defendants. The court envisioned a process of annual reporting and recommentations by both the Detroit Public Schools and the State Superintendent that would allow the parties to the case an opportunity to be adequately informed of the progress of the components.

In April 1982, the Monitoring Commission released the **Profiles of Detroit's High Schools: 1975-1981.** The court panel did not react to the report. The Detroit Public Schools, however, reacted by changing their data reporting formats. Detailed reporting of standardized achievement test scores for local schools was reduced. Attendence data reporting was modified. Disciplinary data collection and reporting was altered and later declared by the Detroit Public Schools to be unreliable.

During August of 1982 the Detroit Federation of Teachers asked the court "to utilize the assistance of its own Monitoring Commission for identification of the problems [preventing uniform implementation of the Student Code] and for recommendations as to the solutions--with timely follow-up to assure results."

Subsequently, in February of 1983, the Monitoring Commission's Student Code of Conduct subcommittee requested that the Detroit Public Schools general superintendent be asked to respond to its recommendations. The superintendent responded in March. The Monitoring Commission's director noted that the superintendent had ignored the commission's recommendations and suggested that court action on the problems of Student Code implementation might be useful.

On 13 April 1983, the court ordered a hearing, however, the hearing was to concern "the future of the court's Monitoring Commission and the manner of assuring compliance with orders . . . relating to the educational components." The hearing was delayed so that the court could review the reports of the Detroit Board on its implementation of the educational components.

Following further reports from the Detroit Board in July of 1983, and reactions from the Monitoring Commission, the Detroit Federation of Teachers moved to cite the Detroit Board for contempt for its failure to properly implement the Student Code of Conduct.

On 24 April 1984, the court ordered that the Detroit Board adopt its own student code and school-community relations programs and ended the requirement that these two components be part of the remedy in this case. Accordingly, the court also brought to an end the requirement of a Monitoring Commission as part of the remedy in this case.

2-9-84 /r/1

U. S. DISTRICT COURT

Judge John Feikens
Judge James P. Churchill
Judge Avern Cohn

TECHNICAL ADVISORY COMMITTEE

Frederick Bertolaet	(Co-Curr.)
Phyllis Hodes	(Bil-Bic- & M.E.)
Wendell Hough	(Vocational Educ.)
Arthur Johnson	(Sch-Comm. Rel.)
Samuel Mangione	(In-Service Training)
Thomas H. Oehmke	(Student Code of Conduct)
Robert L. Queller	(Finance)
Rita Scott	(Civil Rights)
	(Counseling & C. Guid.)
Frank Womer	(Testing)
	(Pupil Reassignment)
	(Reading)

EXECUTIVE COMMITTEE

1.	•*	Fay O'Hare (Chairman)	11.		Robert Roselle (Treasurer)
2.	*	Rev. A. d'Achille	12.		Horace L. Sheffield
3.		Walter E. Douglas	13.		Richard Simmons, Jr.
4.	*	Connie Ernst	14.	*	Edward Simpkins
5.		Edna Harrison	15.	*	Gordon A. Smith
6.		Dwight Havens	16.	•	Tom Turner
7.	*	Jerusha James (Vice-Chairman)	17.	•	Horacio Vargas, Jr.
8.	•*	Francis A. Kornegay	18.	•	Lavinia Wingo
9.	*	Olga M. Madar	19.		
10.		Jane E. Moeller	20.		

Mark S. Hayduk - [illegible]
William H. O'Brien, Esq. - "of Counsel"
William P. Sosnowsky - Special Assistant to Executive Committee

SUPPORT STAFF

Kenneth A. Harris	(Executive Director)
Gerard W. Teachman	(Education Consultant)
Jean L. Peters, Sr.	(Education Consultant)
Ronald R. Dowe	(Departmental Analyst)
Gloria B. Rocha	(Education Specialist)

V. Wanda Hoza	Sec.IVB
Edna M. Johnson	Sec.IVB
Dorothy J. Trice	Sec.IVB

Detroit School District
United States District Court
Monitoring Commission

AGREEMENTS

(Ch)
Rev. H. Carron, S.J.
Benson Manlove
E. Harwood Rydholm
• Tom Turner

BIL-BIC & MULTI-ETHNIC

* Rev. A. d'Achille (Ch)
William Daniel
Halfa Fakhouri
Radwan Khoury
Kuldeep Singh
• Horacio Vargas, Jr.
Alexander Velasco

CO-CURRICULAR

* Olga Madar (Ch)
Morris H. Goodman
Jessie Wallace
Carl Wilcoxon
Mary Williams

COUNSELING & C. GUIDANCE

* Gordon A. Smith (Ch)
Diane B. Green (Ch)
Alice Bennett
Frank Briglia
James Costar
Jack C. Liang
Ernest T. Marshall
Billy J. Minor
Lydia Weeks

IN-SERVICE TR.

* Edward Simpkins (Ch)
Ernest Anderson
Gilbert Maddox

PUPIL REASSIGNMENT

* F. A. Kornegay (Ch)
Marcia Femrite
Rev. James Wadsworth
• Lavinia Wingo

READING

* Jerusha James (Ch)
Charles Morton (Ch)
Daniel Hoekenga
Lynne Master
Jacqueline Tillis

REGIONAL STRUCTURE

Walter R. Greene (Ch)
Carol Campbell
Jessie M. Kennedy
• Fay O'Hare

Committee's Work Is Completed.

SCH-COMM. RELATIONS

* Connie Ernst (Ch)
Rose M. Aguilar
Dep.Chf. Jos. Areeda
Mildred A. Kyles
John L. Robinson
Del Russell
Kathleen Straus
William Ware

STUDENT CODE OF CONDUCT

(Ch)
James T. Ellis
Donald Gray
Joseph Radelet
Joann N. Watson

TESTING

Mary Solanus (Ch)
Jonas Chenault
Mary Anne Helveston
• F. A. Kornegay
Donnie Smith, Jr.
Frank Wawrzaszek

VOCATIONAL EDUCATION

* Fay O' Hare (Ch)
James Boyce
Albert J. Dunmore
Marguerite Evans
Robert E. Forbes
Bette LaChapelle
Quill M. Pettway
James Trent
Wm. H. Womack

* Exec. Comm. Member and chairperson of subcommittee
• Exec. Comm. Member and member of subcommittee

SCORING FOR THE MINIMAL ASSESSMENT

A relatively simple and straightforward method of summarizing the collected data was chosen for this assessment of the Detroit Public Schools. Each of the individual questions, documents, and other data converted to fit this scoring paradigm:

Item Conforms to Indicator		Score		Numerical Score
<YES>	◊	<+>	◊	<+1>
<NO>	◊	<->	◊	<-1>
<AMBIGUOUS>	◊	<0>	◊	<0>

These converted scores were used to derive each of the three summary indices of component implementation for individual schools.

For example, in Assessment I, under Counseling and Career Guidance, the local school principal was asked to submit a copy of the school's Guidance Plan of Action. If a document was submitted, the school was scored <+> on assessment item 8 (one of seventy for this component); conversely, if a document was not submitted, the assigned score was <->; and if the principal's submission was ambiguous or unascertained, the assigned score for this item was <0>.

These <+>, <->, and <0> scores were converted to numerical scores of <+1>, <-1>, and <0>, summed to derive a total, and then converted to an index by dividing by the total number of items assessed. This procedure is analogous to multiple choice tests where there is a penalty (i.e. -1) for incorrect answers or guesses. The indices weight negatively assessed items against the total.

In Assessment II, the submitted document was reviewed to determine whether or not the document included an outline of guidance program plans for the 1979-80 school year. Again, if the document satisfied the specified requirements, the assessment item 8 was scored <+>; if not, the item was scored <->; and if the document was ambiguous, the item was assigned a score of <0>. The same mathematical procedure outlined above was then used to derive the index for Assessment II.

Assessment III applied a different set of indicators to judge local school compliance with broad goals of the court-ordered guidance component. Following the example of the Guidance Plan of Action, the document was further reviewed to ascertain whether it included the "core objectives" specified in the DPS Guidance Program Model. If the plan included 6 "core objectives" and strategies for implementation, item 3 under Assessment III was scored <+>; if 5 "core objectives" were included with strategies for implementation, it was scored <0>; if fewer than 5 objectives were included or no document was submitted, it was scored <->. The mathematical procedure outlined above was then used to derive the index for Assessment III.

---

[1] The scoring for minimal assessment process used below on pp. A-14 to A-16 utilize criteria for elementary school programs for an example.

The example below shows how the indices were derived for Counseling and Career Guidance in one elementary school:

COMPONENT	ASSESSMENT I.		ASSESSMENT II.		ASSESSMENT III.	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 70 (0) = (-) =	1.0	(+) = 59 (0) = (-) = 9	.74	(+) = 11 (0) = 3 (-) = 3	.47

<+> <-> <0>

STEP 1 ⇨ 70 + 0 + 0 = 70 ⇨ TOTAL
STEP 2 ⇨ 70(1) + 0(-1) + 0(0) = 70
STEP 3 ⇨ ⇨ ⇨ 70 ÷ 70 = 1.0 ⇨ ASSESSMENT I INDEX

STEP 1 ⇨ 59 + 9 + 0 = 68 ⇨ TOTAL
STEP 2 ⇨ 59(1) + 9(-1) + 0(0) = 50
STEP 3 ⇨ ⇨ ⇨ 50 ÷ 68 =.74 ⇨ ASSESSMENT II INDEX

STEP 1 ⇨ 11 + 3 + 3 = 17 ⇨ TOTAL
STEP 2 ⇨ 11(1) + 3(-1) + 3(0) = 8
STEP 3 ⇨ ⇨ ⇨ 8 ÷ 17 =.47 ⇨ ASSESSMENT III INDEX

In Summary:

- These indices are not percentages.
- The indices run from -1.0 to +1.0 (percentages run from 0 to 100%).
- To obtain the index, the inappropriate items or replies were subtracted from the appropriate items or replies.
- These indices highlight problems: each negatively assessed item pertains to a specific deficiency.

BEST COPY AVAILABLE

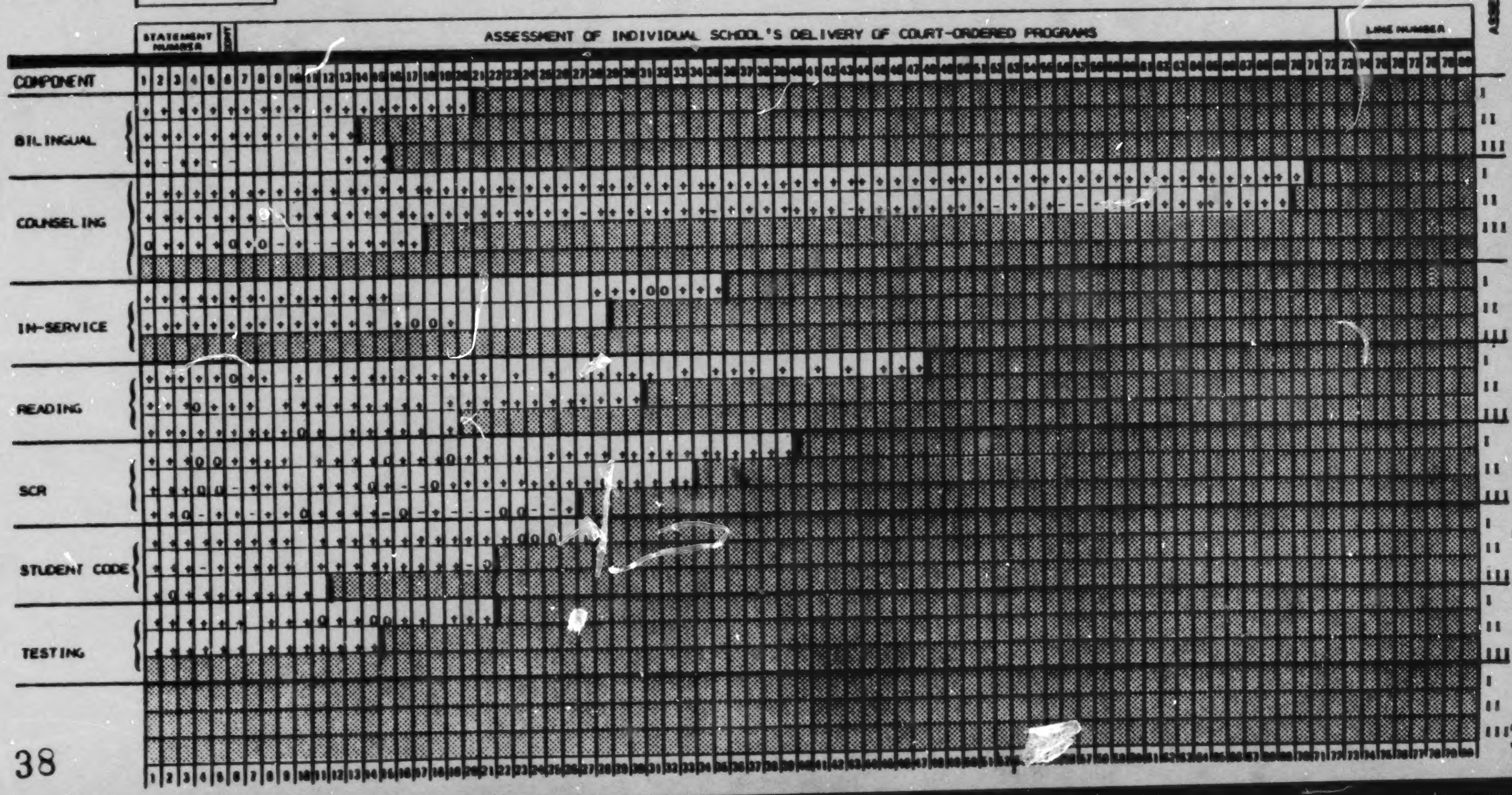
CODING FORM

DATE 9 APRIL 1981 PAGE 1 OF 1

SCHOOL 'X' ELEMENTARY

SCHOOL CODE
XXXX

A-17


ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS
STATEMENT NUMBER
LINE NUMBER
ASSESSMENT
COMPONENT
BILINGUAL
COUNSELING
IN-SERVICE
READING
SCR
STUDENT CODE
TESTING
I
II
III

COUNSELING AND CAREER GUIDANCE

Broad Criteria Based on Court-Ordered Goals	Minimal Criteria for Initial Assessment of Elementary Schools	Staff Action for Further Assessment of Indicated Schools
1. All personnel required for implementation of the elementary program are in place according to Detroit Public Schools policy pursuant to the court-ordered plan.	1.1.1 The local school has a guidance counselor assigned pursuant to program plans.	1.2.1 Staff analysis to determine adherence to policy and program plans
2. Counselors have received in-service training consistent with program plans.	2.1.1 Counselors received pre-service orientation. 2.1.2 Counselors are in-serviced as appropriate.	2.2.1 Interviews of staff
3. Counselors are performing tasks and fulfilling responsibilities consistent with job titles and role functions.	3.1.1 Counselors perform work assignments consistent with role functions: (a) provide individual counseling for students; (b) provide group counseling for students; (c) provide in-service training for staff; (d) provide consultant services to staff; (e) provide consultant services to parents; (f) plan, conduct, and coordinate career guidance; (g) provide orientation for middle school programs.	3.2.1 Interviews of staff

(More)

COUNSELING AND CAREER GUIDANCE (cont'd)

Broad Criteria Based on Court-Ordered Goals	Minimal Criteria for Initial Assessment of Elementary Schools	Staff Action for Further Assessment of Indicated Schools
4. The school has a viable Guidance Advisory Committee (GAC).	4.1.1 The GAC is organized with representation recommended by the Central Guidance Department. 4.1.2 The GAC meets regularly and as appropriate. 4.1.3 The GAC has developed plans and goals. 4.1.4 The GAC is in-serviced regarding its purpose and function.	4.2.1 Staff Analysis 4.2.2 Monitoring of meetings 4.2.3 Analysis of records
5. The local school performs adequate school guidance planning.	5.1.1 The local school has a "School Guidance Plan" which: (a) includes goals and objectives; (b) includes pertinent activities; (c) has appropriate timelines; (d) provides for assessment and monitoring.	5.2.1 Analysis to determine: (a) comprehensiveness (b) clarity (c) assessment and evaluation

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	SCHOOL IS DESIGNATED FOR COUNSELING SERVICES AND CURRENTLY HAS A GUIDANCE COUNSELOR ASSIGNED TO IT.	<+> <->	YES NO
2	2A.	PRINCIPAL REPORTS THAT GUIDANCE COUNSELOR HAS A VALID MICHIGAN TEACHING CERTIFICATE.	<+> <->	YES NO OR DON'T KNOW
3	2B.	PRINCIPAL REPORTS THAT COUNSELOR HAS ELEMENTARY GUIDANCE COUNSELOR ENDORSEMENT.	<+> <->	YES NO OR DON'T KNOW
4	3.	PRINCIPAL REPORTS THAT THIS COUNSELOR IS ASSIGNED FULL-TIME.	<+> <->	FULL-TIME ASSIGNMENT PART-TIME ASSIGNMENT
5	4.	PRINCIPAL REPORTS THAT A COUNSLEOR HAS BEEN ASSIGNED TO THIS SCHOOL FOR ONE YEAR OR MORE.	<+> <->	≥ 1 SCHOOL YEAR < 8 MONTHS
6	5.	PRINCIPAL REPORTS THAT THE CURRENT GUIDANCE COUNSELOR WAS ASSIGNED PRIOR TO NOVEMBER 1979.	<+> <->	PRIOR TO 11/79 AFTER 11/79
7	6.	DURING SCHOOL YEAR 1979-80 PRINCIPAL ATTENDED IN-SERVICE WORKSHOP ENTITLED " IMPLEMENTING THE ELEMENTARY SCHOOL GUIDANCE AND COUNSELING PROGRAM" .	<+> <->	YES NO
8	7.	PRINCIPAL SUBMITS SCHOOL'S GUIDANCE PLAN OF ACTION WHICH OUTLINES GUIDANCE PROGRAM PLANS FOR SCHOOL YEAR 1979-80.	<+> <-> <0>	DOCUMENT SUBMITTED DOES NOT OUTLINE GUIDANCE PROGRAM PLANS OR NOT AVAILABLE MISSING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	3.,4.,5.	THE CURRENT COUNSELOR WAS ASSIGNED TO THIS SCHOOL FULL-TIME PRIOR TO 11/79.	<+> <0> <->	YES (FULL-TIME) YES (PART-TIME) NO
2	6.	PRINCIPAL SAYS HE ATTENDED GUIDANCE IN-SERVICE WORKSHOPS DURING SCHOOL YEAR 1979-80.	<+> <->	YES NO
3	7.	THE GUIDANCE PLAN OF ACTION OF THE SCHOOL INCLUDES CORE OBJECTIVES AS SPECIFIED IN THE GUIDANCE PROGRAM MODEL, I.E., COUNSELING, CONSULTATION, COORDINATION, CAREER GUIDANCE, PROGRAM SELECTION AND PLACEMENT, REFERRAL AND INFORMATION, AND EVALUATION.	<+> <0> <->	PLAN INCLUDES 6 OUT OF 7 OF THE CORE OBJECTIVES AND INCLUDES IMPLEMENTATION STRATEGIES PLAN INCLUDES 5 OUT OF 7 OF THE CORE OBJECTIVES AND STRATEGIES FOR IMPLEMENTATION PLAN INCLUDES < 5 OF THE CORE OBJECTIVES
4	12A.1 — 12J.1	SINCE 11/79, THIS COUNSELOR HAS NOT BEEN ASSIGNED TO INAPPROPRIATE TASKS IN THE SCHOOL.	<+> <->	≤ 1 INSTANCE OF INAPPROPRIATE ASSIGNMENT > 1 INSTANCE OF INAPPROPRIATE ASSIGNMENT
5	12A.2 — 12J.2	SINCE 11/79, THIS COUNSELOR HAS BEEN ASSIGNED NO INAPPROPRIATE TASK WHICH IMPEDED IMPLEMENTATION OF THE GUIDANCE PROGRAM.	<+> <->	ALL NO'S ≥ 1 YES
6	13.— 17.	THE GUIDANCE ADVISORY COMMITTEE (GAC) DOCUMENTS REQUESTED OF THIS SCHOOL WERE SUBMITTED AND INDICATE THAT THIS SCHOOL'S GAC SATISFIED THE FOLLOWING CRITERIA:		

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

Summary of the Status of Implementation of the Bilingual/Bicultural and Multi-Ethnic Component

As part of the Bradley v. Milliken desegregation remedy, the court-ordered the Detroit Public Schools to implement Michigan's "Bilingual Education Law."[a] The court's goal was to ensure that students of limited English proficiency (formerly these students were given the acronym "LESA," or limited English-speaking ability, students) were provided equal access to quality education. The commission's task was to monitor the implementation of the state law in Detroit's schools.

Status as of 1981

The data made available to the Monitoring Commission by the local schools indicated the following:

1. Thirteen schools included lists of eligible bilingual students:

   Cass Technical
   Murray-Wright
   Northeastern
   Southwestern
   Western
   Cody
   Cooley
   Redford
   Pershing
   Osborn
   Denby
   Finney
   Kettering

2. Eight of the thirteen schools offered bilingual services (see table below):

   Southwestern
   Western
   Cody
   Osborn
   Denby
   Finney
   Pershing
   Kettering

3. Chadsey stated that it had a Bilingual program, with 68 Spanish-speaking students, but submitted no documentation.

---

[a] Bilingual instruction by law requires "the use of 2 languages, 1 of which is English, as media of instruction for speaking, reading, writing, or comprehension." Such a program is required to be "full-time" and must be established wherever 20 or more children of "limited English-speaking ability" in a language classification are enrolled in a school district. (Public Act 451, effective January 1977)

4. The remaining nine high schools stated that they had no bilingual students, however, they did not document that they had used the standard identification process to establish that fact. Neither Osborn nor Pershing documented the use of tests although they reported that they had programs.

5. Osborn's interview form stated that six students (three Spanish- and three Italian-speaking) were receiving Bilingual services. The master list indicated that only the three Spanish-speaking were receiving Bilingual services.

6. Kettering teacher lists included one Arabic-speaking student. All but the Spanish-speaking students received English-as-a second-language (ESL) instruction.

In summary, by 1981 the Detroit public high schools were meeting the needs of a limited number of students that they had identified. They were not, however, providing bilingual education to all of the identified students in any high school. They did not have qualified (certified and endorsed or para-professional) staff to meet the needs of all the identified students, nor were the high schools able to document that all potentially eligible students had been identfied.

The Monitoring Commission, as well as the Michigan Department of Education, which was now more closely monitoring Detroit's Bilingual programs, reported that the Detroit Public Schools needed to develop a plan to ensure verifiable Bilingual instruction for all the students in all languages for which the legal obligation obtained.

Status as of 1984

In 1976, the Monitoring Commission identified four major areas of concern regarding the implementation of Public Act 451: (1) the lack of guidelines as to what an acceptable Bilingual program entails; (2) the inability of the Detroit Public Schools to provide complete and accurate figures as to the numbers of students who were identified, tested, and served; (3) the inherent problem at the high school level of providing instruction in the native language to students with varying degrees of proficiency in that language (the law requires instruction in "the courses and subjects required . . . for completion of the grade level"); and (4) a lack of qualified staff in all languages.

In the last several years, with the intensive technical assistance of the Michigan Department of Education (MDE), the Detroit Public Schools has made steady progress in its ability to provide more accurate data on the number of students who are identified, tested, and served. The school system has also demonstrated progress in its recruitment of Bilingual teachers, aides and education technicians. In response to concerns raised by the commission and periodic review by the MDE, the district is now implementing a "comprehensive Bilingual Education service plan," to provide

Bilingual services to high school students (and others) who formerly had not been served by the district. Part-time and full-time itinerant teachers, educational technicians and teacher's aides are assigned to all high schools in a variety of languages. Students for whom Bilingual instruction is not available in the Detroit high schools receive Bilingual services through the Wayne County Intermediate School District's Bilingual Consortium, however, there was no evidence that all high school students received services from the consortium during the 1983-84 school year.

TABLE B.1: NUMBERS OF INSTRUCTIONAL STAFF, STUDENTS IDENTIFIED AS ELIGIBLE FOR BILINGUAL INSTRUCTION, AND TYPE OF SERVICES PROVIDED, FOR DETROIT PUBLIC HIGH SCHOOLS REPORTING DATA, 1980-81[a]

	CERTIFIED TEACHERS[b]		TECHNICIANS/ SCH. SERVICE ASSISTANTS[c]		"ELIGIBLE" STUDENTS[d]					LISTED SERVICES[e]	
SCHOOL	#	LANGUAGE	#	LANGUAGE	#	LANGUAGE	#	LANGUAGE	TOTAL	# BILINGUAL	# ESL
SOUTHWESTERN	1 1	ARABIC SPANISH	1 1	ARABIC SPANISH	32 1 1 1	ARABIC CANTONESE GERMAN ITALIAN	[illegible] [illegible] 1	SPANISH TURK URDU	105	105	0
WESTERN	1 1 6	ARABIC JAPANESE SPANISH	2	SPANISH	18 243	ARABIC SPANISH	(1 (2 (2	AMERICAN-INDIAN)* VIETNAMESE/CHINESE)* MALTESE)*	261 (5)*	259	2
CODY	1	*(no language listed)*	0		8 1 1 4 1	ARABIC CANTONESE ITALIAN KOREAN MALTESE	1 8 1 5	POLISH SPANISH SERBO-CROATIAN TAGALOG	30	8	22
OSBORN	1	SPANISH *(seeking endorsement)*	0		6 1 3 1 11	ARABIC HMONG ITALIAN KOREAN LAOTIAN	1 3 3 2 2	POLISH SERBO-CROATIAN SPANISH THAI URDU	33	3	30
PERSHING	2 1 1 1	CHALDEAN, ARABIC CHALDEAN, ARABIC, FRENCH FRENCH, ARABIC SPANISH, FRENCH	0		99 2 2 54	ARABIC ARMENIAN ASSYRIAN CHALDEAN	1 2 3	MELAYAM SPANISH *(missing)*	163	163	0
DENBY	1	YUGOSLAVIAN	0		(9 (1 (3	ARABIC)** HINDI)** ITALIAN)**	(3 (1 (3	SPANISH)** URDU)** YUGOSLAVIAN)**	(20)**	*(missing)*	*(missing*
FINNEY	1	ITALIAN, GREEK, SPANISH	0		5 1 3 1 5	ARABIC CHALDEAN FILIPINO FRENCH GREEK	1 8 1 2 1	HINDI ITALIAN KOREAN SPANISH TAGALOG	28	15	13
KETTERING	1	SPANISH	0		1 5 1	GREEK LAOTIAN SPANISH			7	1	6

* *Teachers in this school also reported these additional students not included in the school's master list.*

** *School did not submit a master list. Teachers listed these students.*

[a] *All data as reported by Detroit public high schools.*

[b] *State of Michigan guidelines require that teachers in bilingual education classes obtain a special endorsement to their teaching certificates. Where a teacher is enrolled in a certified bilingual education endorsement program, the "seeking endorsement" designation is given.*

[c] *"Technicians" and "School-Service Assistants" are non-certified, para-professional staff who are employed by the Detroit Public Schools to assist regular teachers in bilingual education programs.*

[d] *"Eligible Students" are those students who have been reported eligible by the high school, and who are supposed to meet criteria established by the State of Michigan.*

[e] *"Listed Services", either Bilingual or ESL, provided by the local high school. See summary for a discussion regarding the appropriateness of the "bilingual" designation for these services.*

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

Summary of the Status of Implementation of the Counseling and Career Guidance Component

Status as of 1981

The court order of May 11, 1976 required that the Central Board's guidance plan, as modified by the Monitoring Commission's Counseling and Career Guidance Subcommittee, be implemented in the district's elementary, middle, and senior high schools.

The central purpose of the high school court-ordered guidance program is to increase the delivery of guidance services to students at all grade levels (9-12) and, thereby, to help create a positive school environment that provides for students' personal-social development and their academic and career growth and development. Implementation of that central purpose calls for a new role for counselors. Such a role is one that requires that the majority of counselor time be spent with students in appropriate guidance and counseling activities. It also requires that counselors service the entire school population rather than working exclusively with students having discipline or attendance problems and with those who are high academic achievers. With the introduction of these guidance program changes, high school principals faced what they considered a dilemma: implementing this new program while at the same time handling membership accounting, attendance record-keeping, and the administration of student discipline -- tasks that were previously the responsibility of counselors. Successful implementation at the high school level has been contingent to a large measure on the resolution of that dilemma. The school district took a major step toward implementing the component in October 1979, when the Central Board adopted the new Guidance Program Model. The goals implicit in the model and in the court-ordered plan are the basis for the criteria and indicators used in this assessment.

This study makes an assessment of the status of implementation in these broad areas of compliance: (A) progress in removal of impediments to program implementation; (B) progress toward increasing the quantity and improving the quality of counseling and guidance services for students at each high school; and (C) staff participation in in-service training, university classes in the field, and professional guidance association activities.

In order to determine the relative implementation status of each high school in each of these three areas, similar data was collected and analyzed for school years 1978-79, 1979-80, and 1980-81.

Data for the three-year period consist of high school counselor surveys (mailed questionnaires), guidance department head surveys, and interview data collected by Monitoring Commission monitors. Data from each of the three areas of compliance -- (A) Removal of Impediments, (B) Increasing Services, and (C) In-Service Training -- follow below:

A. Progress in the Removal of Impediments to Implementation

1. COUNSELORS' INAPPROPRIATE INVOLVEMENT IN ATTENDANCE RECORD-KEEPING PROCEDURES.

With the introduction of new attendance procedures for 1977-78, high school counselors became more entrenched than ever before in performing attendance record-keeping chores of a clerical nature and in the administration of student discipline (i.e., exclusions and suspensions).

Monitoring Commission reports made during school years 1977-78 and 1978-79 pointed out these violations and failures in program implementation. Local, regional, and central administrators, however, continued to rationalize the inappropriate use of counselors as highly paid attendance clerks and disciplinarians. The High School Profiles report and the subsequent court hearings of 1979, focused attention on this serious impediment to program implementation.

The Monitoring Commission conducted a series of high school surveys for the school years 1978-79, 1979-80, and 1980-81. Selected portions of that data are used in the following comparison.

A Three-year Comparison of Counselors' Inappropriate Involvement in Attendance Record-Keeping

1978-1979	1979-1980	1980-1981
94% of all high school counselors were involved	62% of all high school counselors were involved	65% of all highschool counselors were involved
6% were not involved	38% were not involved	35% were not involved.

Additional counselor response data for 1980-81 accentuates the serious nature of inappropriate counselor involvement in attendance record-keeping. With 87% (146) of the 168 high school counselors responding, 57% (79) of the respondents reported that they maintained official attendance records or student absence lists. Of this same group, 60% (43) indicated that this work impeded implementation of the guidance program. In addition, 49% (71) of the respondents reported that they had been assigned to phone or to mail student irregular attendance notices to parents. Of this group, 64% (40) indicated that these clerical duties impeded program implementation.

2. COUNSELOR INAPPROPRIATE INVOLVEMENT IN THE ADMINISTRATION OF STUDENT DISCIPLINE.

The following chart summarizes the situation:

Counselor Inappropriate Involvement in the Administration of Student Discipline

1978-1979	1979-1980	1980-1981
64% were directly involved	19% were directly involved	27% were directly involved
35% were not directly involved	80% were not directly involved	73% were not directly involved

For 1980-81, 25% (37) of counselors responding reported they prepared exclusion or suspension forms, and 20 counselors reported they had excluded or suspended students since September 1980. Counselor responses indicate that these assignments impeded program implementation in terms of both program priorities and the misinterpretation of their role as student advocates.

3. AVAILABILITY AND ADEQUACY OF CLERICAL OR SECRETARIAL SERVICES.

Counselor surveys rendered in 1978-79, 1979-80, and 1980-81 gave opportunity for high school counselors to rate their clerical services in two areas--availability to them and adequacy of service. The number of schools where counselors reported satisfaction are shown in the following chart:

Availability and Adequacy of Clerical or Secretarial Services in 23 High Schools

Year	Availability Number of Schools Where Counselors Were Satisfied	Adequacy Number of Schools Where Counselors Were Satisfied
1978-79	12 High Schools	11 High Schools
1979-80	15 High Schools (25% increase)	17 High Schools (54% increase)
1980-81	12 High Schools (20% decrease)	10 High Schools (41% decrease)

. Emphasis on the number of high schools where most counselors appear to be satisfied with the availability and adequacy of clerical services should not overshadow the fact that in the third and fifth year of implementation, counselors at one-half of the high schools indicated dissatisfaction with the availability of clerical services, while counselors in over 50% of the schools were dissatisfied with the adequacy (quality) of service received.

Essentially, the data indicate that this situation improved after the court hearings (i.e., the fourth year of implementation, 1979-80) and fell below both prior school years during 1980-81.

B. Progress in the Delivery of Guidance Services to Students

1. INCREASING THE QUALITY OF INDIVIDUAL COUNSELING.

With respect to individual counseling, a comparison of high school counselor responses for 1978-79, 1979-80, and 1980-81 is given in the following chart:

Year	Mean Proportion of Students Recommended for Individual Counseling	Mean Proportion of Students Recommended Who Actually Received Adequate Individual Counseling
1978-79	60% or an average of 180 students per counselor	42% or an average of 76 students per counselor (1/4 of counselor's load)
1979-80	73% or an average of 219 students per counselor	78% or an average of 171 students per counselor (about 3/5 of counselor's load)
1980-81	72% or an average of 216 students per counselor	66% or an average of 143 students per counselor (about 1/2 of counselor's load)

The responses of high school counselors show that, based on their records and estimates (mean), there have been increases in the number of students per counselor that actually received individual counseling. They also indicate, however, that many of the students in 1980-81 did not receive adequate individual counseling.

2. INCREASING THE QUANTITY AND QUALITY OF GROUP COUNSELING[1]

Progress in establishing on-going group counseling sessions can be seen by comparing the total number of groups in session in 1978-79 with those of successive years:

---

[1] "Group counseling" refers to a series of scheduled meetings wherein interaction among participants is continued over an extended period for the purpose of behavioral change or adjustment. These groups are usually limited to a maximum of 10 to 12 people.

Total Number of Counseling Groups 1978-79	Total number of Counseling Groups 1979-80	Total Number of Counseling Groups 1980-81
51 (510 students)	184 (1,840 students)	201 (2,010 students)

These data indicate a reported increase of 133 groups in 1979-80 and a small increase (17 groups) in 1980-81. Based on department head interviews and data for 1980-81, there is wide variability in the extent to which group counseling services are being provided at each school. The number of groups at each high school ranged from no groups in two high schools to a high of 21 groups reported in another. Also, it is clear that some department heads in 1980-81 were reporting group guidance sessions as "on-going" counseling groups.[2]

When asked to grade their respective departments in several categories, 18 guidance department heads rated their "group counseling program" as "C" or better, while four (4) rated theirs as "D", and one did not answer. Based on department head and counselor data, it is clear that, in spite of some increase, this is one of the areas that needs additional emphasis.

3. GROUP GUIDANCE AND CAREER GUIDANCE FOR STUDENTS (e.g., grade level orientation sessions, career guidance, test and scholarship information sessions)

One of the student service areas that Detroit counselors rated as lowest in 1978-79 was that of providing group guidance services to students. Sixteen schools rated guidance services as "inadequate," six rated them as "adequate," and two rated them as "somewhat adequate."

1980-81 counselor ratings show counselors of only two schools rating their group guidance as "inadequate," while nine schools were rated as "adequate," and 12 rated as "somewhat adequate."

C. Participation in Inservice Training and Professional Development

123 of the counselors responding (84%) stated that they participated in guidance association activities; 50 (34%) attended university classes in their field; 126 (86%) participated in three of the four in-service training programs listed on their questionnaire. Of this latter group, 101 (80%) graded the usefulness of their in-service as "B" or better, while 17 (13%) graded it as "C," and eight (6%) graded it "D," "Fail," or "don't know." In general, this compares favorably with the ratings for 1978-79. Responses to other questionnaire items, however,

---

[2] See footnote [1] above. "Group guidance" refers to a meeting or session whose major purpose is the dissemination of information regarding educational or career choice, or general personal-social concerns.

> indicate only moderate overall counselor satisfaction. Other indications are that this may be due to either a lack of in-service in specific areas desired, or concern over too little in-service training for all guidance personnel.

In summary, an analysis of the data for 1978-79, 1979-80 and 1980-81 show some progress after the Monitoring Commission's first High School Profiles assessment (1978-79). It is evident that most progress was made during 1979-80, both in increased delivery of guidance services to students and in the elimination of program impediments. During 1980-81, the level of progress declined in several areas compared with the 1978-79 level. A notable exception was group guidance activities. Counselor and guidance department head response data support the conclusion that considerable progress in this area occurred in 1980-81. However, responses from the same two sources show lack of continued progress in the elimination of program impediments, i.e., continued misuse of guidance personnel during 1980-81. Counselors and department heads in significant numbers were being assigned tasks that violated guidelines of the Model and also the General Superintendent's letter of September 5, 1980, which defines the role of high school guidance department heads. Finally, it is worth repeating that the rapid progress made in 1978-79 gives clear indication that when Central and local administrators establish appropriate priorities for guidance and counseling, implementation is accelerated dramatically. On the other hand, the decline in 1980-81 confirms that any relaxation of priorities and expectations will seriously disrupt progress in the implementation of program goals.

Status as of 1984

Since the publication of **Profiles of Detroit's High Schools 1975-1981**, the Monitoring Commission has continued to assess implementation of the Counseling and Career Guidance component through its analysis of counselor and guidance department head survey questionnaires, monitor and staff visits and Detroit Public Schools data.[a] An agreement reached by all parties to the case and approved by the court in August 1981 also required the Detroit Board of Education to submit annual reports to the court on the status of the court-ordered educational components.

The Board's Counseling component reports for 1981-82 through 1983-84 stated that the district's court-ordered counseling program contained thirteen key elements or goals which the Board also identified as court expectations for implementation. These Board reports also indicated that the district had met the court's expectations by accomplishing the component's major purposes and the key elements or goals. Reporting on the component's status prior to and during that same period, the commission showed that after significant progress in the 1979-80 school year, the high school Counseling program regressed sharply in the delivery of guidance services to students and in the elimination of impediments to implementation. Recent data indicates that areas of the high school program have declined to a plateau far short of full implementation, and that many of the long-standing problems about the misuse of guidance personnel remain unresolved. The present 1984 update provides:

(1) an assessment of several of the key elements or goals referred to in the Board's annual reports;

(2) an analysis of Monitoring Commission and Detroit Public Schools data concerning progress in the delivery of guidance services to students, as well as progress in the removal of program impediments; and

(3) conclusions and concerns regarding the present status of the district's high school Counseling component programs.

---

[a] Annual surveys were administered by the commission to all guidance department heads and local school counselors. The average return rate exceeded 80 percent. Volunteer monitors were also regularly assigned to collect information in local schools. Both staff and Counseling subcommittee members made regular on-site visits to local school programs. Finally, the Detroit Public Schools central Guidance Department also submitted information, data, and reports upon request.

I. Accomplishment of the Court's Expectations of the Board—Key Elements or Goals

A. As noted above, the court-ordered component required that the Board "restructure the role of counselors to that of student advocates." The goal was to have guidance counselors spend the majority of their time working directly with their student counselees, providing individual counseling, group guidance, and career guidance.

Strong resistance to this goal persists among high school principals and administrators who rely heavily on counselors and guidance department heads to carry out clerical and administrative role functions in attendance record-keeping and student information service records, and other non-guidance activities. The most common concern registered by high school guidance counselors in their responses to the commission's latest survey (May 1984) was the enormous amount of time they spend repetitively correcting computer and clerical errors. Guidance counselors and department heads report that for the first eight to ten weeks of the school year, and for several weeks in the second semester, counselors are generally so heavily involved with clerical work of this nature that they are able to provide very little individual counseling, and practically no group counseling, career guidance or group guidance. Some high schools close their counselor's offices to students for days while counselors work on correcting errors in student alpha lists, etc.

The Board's annual reports suggested that the goal of providing counseling to students (or key element) had been met. However, that conclusion is not consistent with the commission's findings that in some schools only a small proportion of the students are actually counseled, either individually or in groups. Nor is it supported by the district's own Guidance Department: their central department summary of "implementation verification reports"[b] (received from 22 high schools in 1982-83) stated that:

> Equity remains a problem. It appears that guidance staff in selected schools are too busy with routine clerical and conduct the guidance services offered to students in other high schools. Central office mandates and support may be the only viable solution for some of these schools. (p.4)

---

[b] "Implementation verification status reports" were initiated by the Detroit Public Schools at the beginning of the 1979-80 school year to provide feedback from all high schools and "modified" middle school guidance department heads about the duties and crises situations to plan implementation progress in the major guidance areas—counseling, consultation, coordination, career guidance, program selection and placement, referral and information, and evaluation. Initially, assessment reports were required from local schools every two months; they are now required semi-annually on 1 December and 1 April.

The Guidance Department's summary also pointed out that:

> Nine reports contained a list of activities that they regard as being non-guidance. This list has remained constant for some time. . . . We have not been able to effect sufficient changes in the tasks assigned to the guidance staff by the school administration. It has become evident that our staff needs the support of the central office administration if any effective change is to be achieved. (p.5)

B. A second key element of the court-ordered component was that of providing needed clerical assistance to counselors by hiring additional guidance secretaries.

With funds made available through the court-ordered program, the Board was to provide clerical assistance to local high schools and "modified"[c] middle schools in the ratio of one secretary for every two counselors. The Detroit Public Schools was also expected to provide a guidance secretary for each of the 42 guidance department heads in high schools and "modified" middle schools.

Information from the central Guidance Department indicates that the following clerical staff were assigned each year through co-funded component allocations:

YEAR	ASSIGNED SECRETARIES
1978-79	114
1979-80	114
1980-81	119
1981-82	69
1982-83	68
1983-84	76

There are approximately 232 counselors assigned to senior high schools and 22 "modified" middle schools guidance programs. This would require a minimum of 116 secretaries (at a ratio of 1 secretary to 2 counselors), not including clerical assistance for guidance department heads. In 1981-82 and 1982-83, these high school and "modified" middle school programs sustained a 42 percent reduction in clerical services, i.e., a loss of at least one secretary per school. To compound the problem, eight high schools reported a total of twelve unfilled vacancies. The loss of these services through cutbacks and the failure to fill secretarial vacancies has required counselors to spend considerably more time in clerical work and less time working with students.

---

[c] "Modified" guidance programs were those established in all Detroit public high schools and larger middle schools. Each program was to be administered by a guidance department head and was to be assigned one secretary for every two counselors. The purpose of the program, as already noted, was to restructure the traditional role of counselor/quasi-administrator to that of a student advocate who spends the majority of his time with students in "appropriate" guidance activities.

Table 6.2 summarizes counselor survey data (see Section E below, p. E-6-2) regarding trends in the availability and adequacy of guidance secretarial (clerical) services from 1979-80 through 1983-84. Over 95 percent of the counselors indicated that secretarial services were provided each of the four years. Satisfaction with availability of secretarial services was greatest in 1979-80, when 76.5 percent of the counselors responded that their secretarial services were either "always available" or "often available." The percentage responding at the same level of satisfaction declined to 66 percent in 1980-81, 51.5 percent in 1982-83, and then increased slightly to 55.3 percent in 1983-84. Responding to the question on adequacy of services, a similar pattern is apparent. The percentages of counselors responding that secretarial services met their (counselor) needs either "completely" or "to a great extent" each year were 60.5 percent in 1979-80, 44.8 percent in 1980-81, 36.9 percent in 1982-83, and 44.8 percent in 1983-84. The lowest percentage occurred during the 1982-83 school year, the year after clerical services were reduced by 40 percent.

C. The court-ordered component required that the Board establish leadership positions (i.e., department heads) in all high schools and larger middle schools. Guidance department heads were to provide leadership in developing and implementing local school plans and in supervising local school's guidance personnel.

Eight of nineteen high school guidance department heads responding to the commission's June 1983 survey indicated that they were assigned non-guidance responsibilities inconsistent with their assumed role. Almost 40 percent of the department heads designated to provide local school leadership are also assigned responsibilities that undermine their effectiveness as supervisors.

A common concern of department heads has been that there are no appropriate position descriptions for their jobs that school principals are required to fulfill. Consequently, principals frequently use guidance department heads for almost any task that might develop. In 1982-83, high school guidance department heads, frustrated by their many non-guidance activities, officially requested that the school district develop a job description (or role definition) for guidance department heads. Their request was ignored. Approximately 50 percent of the guidance department heads who made this request have moved on to other positions or have retired.

In 1979-80 regional guidance supervisors were selected and assigned to each of the district's eight regions.[d] These staff persons, commonly referred to as RGAs, had a great deal to do with the progress made that year. This was particularly true in those regions where they had the support of their regional superintendent. The next year two of these experienced RGAs were moved to the vocational technical centers to assume different administrative roles--they were not replaced promptly. One region provided no replacement for one school year.

---

[d] Pursuant to Public Act 48 of the Public Acts of Michigan (1970), the Detroit district was decentralized into eight semi-autonomous regions, which included elementary, middle and

II. Assessment of Progress in the Delivery of Guidance Services to Students

A. Status of Individual Counseling

As part of the counselor surveys conducted each year by the commission, counselors were asked to indicate the proportion of their counselees that they would recommend for "individual counseling." They were then asked to indicate what proportion of those that they would recommend actually received "adequate" individual counseling. The mean responses for four years are reported below:

YEAR	MEAN PROPORTION RECOMMENDED	MEAN PROPORTION RECEIVING INDIVIDUAL COUNSELING	PERCENT OF STUDENTS
1978-79	60% (180/counselor)	42% (76/counselor)	25%
1979-80	73% (219/counselor)	78% (171/counselor)	57%
1980-81	72% (216/counselor)	66% (143/counselor)	48%
1983-84	68% (201/counselor)	62% (125/counselor)	42%

In 1978-79, counselors reported that approximately 25 percent of their counselor load (or 76 students per counselor) received "adequate individual counseling." In 1979-80, they reported that approximately 57 percent of their counselor load (or 171 students) received "adequate individual counseling," an increase of over 125 percent. The commission attributes this and other dramatic changes to the impact of the following actions: Court hearings were held in July of 1979 and focused on the district's failure to make greater progress toward full implementation; and the Board

---

high schools. In 1981, voters in Detroit approved a ballot proposal to recentralize the school district. In September 1982, high schools were reorganized under one division. Regional guidance administrators served as a liaison between central, regional, and local school administrations.

of Education adopted the "Guidance Program Model" as Board policy on 9 October 1979 and placed a regional guidance administrator in each of the district's regions. These moves were interpreted by school administrators and guidance personnel alike as a mandate to implement the Guidance Model, and for that school year (1979-80) the guidance program was a high priority item. However, in 1980-81 the central administration and Board did not maintain that priority. For example, regional guidance administrator positions were not filled promptly and in some cases were not supported. Principals also resumed their misuse of guidance personnel for non-guidance functions, and in September 1981, guidance secretaries were reduced in number to 60 percent of the previous year's total.

Assessment of Counselors' Use of Time

The self-reported data from counselors summarized in Table 6.3 (see Section E below, p. E-6-3) indicates that during the past three years "counsel[ing] students individualy or in small groups" was ranked first as their primary activity on most days of their job.[e] However, the percentage that rated "individual/group counseling" as their primary activity declined from 81.7 percent in 1980-81 to 65.9 percent in 1982-83, and increased slightly to 69.4 percent in 1983-84. At the same time, "attendance record-keeping," which was ranked fourth as a primary activity in 1980-81, was ranked second in 1982-83 and in 1983-84. These decreases, together with an increase in the percentages selecting "attendance record-keeping" and "other activity" as their primary activities, indicate that a substantial proportion of Detroit's high school counselors are spending less time in "individual/group counseling" and more time in "attendance record-keeping."

The amount of time spent in "individual/group counseling" ranges from approximately 20 percent to over 90 percent. This indicates that there are wide differences among counselors in the amount of time they devote to their principal role function.

---

[e] In each survey, counselors were asked to respond to the following questions:

"If someone asked you to name the one activity you spend most of your time doing, which item on the above list would you be most likely to answer?"

"What percentage (%) of your work time do you normally devote to this activity?"

The activities included in the list were: (1) Counsel students individually and in small groups; (2) Provide students with career guidance experiences individually and in groups; (3) Conduct and coordinate guidance activities with school staff and other school-community resources; (4) Consult with teachers, admininistrators, parents, and others regarding guidance and counseling related activities and student needs; (5) Collect, analyze, and interpret appropriate student appraisal data; (6) Maintain student membership accounting and attendance record-keeping; (7) Administer and coordinate testing activities; (8) Administer disciplinary action in cases as referred by teachers or administrators and prepare appropriate disciplinary forms and records; (9) Participate in staff development and in-service activities; (10) Supervise guidance secretaries and/or aides; (11) Other assigned duties: What?

Commission data as well as Detroit Public Schools "verification" summaries both appear to indicate that the time devoted to "individual" and "small group counseling" is generally focused on a relatively small proportion of the student membership. These are usually students with attendance and disciplinary problems.

Informal interviews and on-site visits with counselors and guidance department heads have shown that counselors may include most student contacts in their estimates of time spent in "individual counseling" and "small group counseling." For example, sometimes students request the use of a phone to call home or they report to the counselor because they are late to a class.

B. Status of Group Guidance Activities

High school counselors were asked to rate their respective school's "group guidance" activities,[f] based on the extent to which these activities met the needs of students. The rating categories were "adequate" "somewhat adequate," and "inadequate." In 1980-81, 55 percent of Detroit's counselors rated their school's group guidance activities as "adequate"; 47 percent rated these activities "adequate" in 1982-83; and 52 percent did so in 1983-84. These responses show that for each of the years reported only approximately 50 percent of the counselors judged their guidance activities as adequate to meet the needs of their students, and almost as many judged them to be less than adequate. Because group guidance activities involve all students, counselors' responses indicate that for the past two years there has been a decline in the delivery of group guidance services to students. It is believed that a major factor in this decline has been the failure to work out arrangements with teachers for needed group guidance activities.

C. Group Counseling

Based on the district's "Implementation Verification Status Summary," approximately 4,000 students, or approximately 8 percent of the high school membership, participated in "group counseling" during the 1983-84 school year. Monitoring commission survey data indicates that counselors would recommend approximately 40 percent of their students for "group counseling" services. Their self-report to the commission also indicates that approximately 40 percent of those recommended by counselors, or approximately 12 percent of high school membership, actually participated in "group counseling." This means that between 8 and 12 percent of Detroit public high school students were able to participate in "group counseling" during 1983-84. Most of these "group counseling" activities were related to the district's "product evaluation project," which attempted to counsel students to reduce the number of failures and those having attendance problems. As such, these activities did not meet the recommended criteria for establishing counseling groups, i.e., that they be made up of students who were well-adjusted as well as those who needed assistance and that participation be voluntary. And it may be that some counselors count a single session with a group of students as "group counseling." Both of these factors might inflate the actual proportion of students participating in "group counseling."

---

[f] "Group guidance" refers to a meeting or session whose major purpose is the dissemination of information regarding educational or career choices, or general personal and social concerns. Group members should be selected as volunteers.

III. Progress in the Elimination of Program Impediments

A. Counselor Inappropriate Involvement in Attendance Record-keeping

At the end of 1978-79, 94 percent of the high school counselors responding to the commission's survey reported that they were involved in attendance record-keeping and membership accounting. The following year (1979-80) the proportion involved dropped dramatically to 64 percent. This percentage has remained relatively constant, dropping slightly to 62 percent in the past year (1983-84). Nevertheless, almost two-thirds of the high school counselors continue to report inappropriate involvement after eight years of implementation. The ranking of attendance record-keeping as the second most time-consuming activity indicates that, in spite of progress made in the early years of implementation, this area remains a serious impediment to the component's implementation.

B. Counselor Inappropriate Involvement in the Administration of Student Discipline

In 1978-79, 64 percent of the high school counselor respondents reported inappropriate involvement in the adminstration of student discipline. In 1979-80, this reported involvement was reduced to 13 percent, and in 1983-84 it leveled off at 15 percent. Thus, the data indicate that one of the areas where the high school counselors role/function has undergone considerable constructive change has been in the area of inappropriate involvement in the administration of student discipline. High school counselors are less likely now than before the court-ordered program to be assigned responsiblity for the administration of discipline, i.e., less likely to mete out punishment, and less likely to be required to write up exclusions and suspensions. However, much of their time is spent on crisis counseling as it relates to disciplinary problems.

BEST COPY

IV. Participation in Inservice and Professional Development

In 1982-83, 75 percent of the high school counselor respondents reported participation in guidance or counselor association activities, and this increased to 80 percent in 1983-84. The proportion attending university classes remained relatively constant for each year--23 percent reported attending classes in 1982-83 and 21 percent in 1983-84. Based on their reported participation, counselors appeared to show a preference (or need) for workshops in the area of vocational and career guidance. During the 1982-83 and 1983-84 school years, approximately 90 percent participated in at least one vocational education workshop (for each year 9 percent fewer than in 1979-80); 89 percent participated in at least one career development workshop; 60 percent in at least one Guidance Model workshop (down 26 percent from 1979-80); and 45 percent in a workshop on "interest inventories."

Counselor and department head comments indicate areas where additional inservice is needed: (a) counselors need assistance in preparation for implementing the mandated reorganization of high school programs and the reassignment of students to certain status categories, e.g., "high risk," "accelerated," and "regular" 9th graders; and (b) during the past two years there has been a 50 percent turnover in high school guidance department heads because of retirement, promotions, etc. The new department heads have not had the intensive inservice regarding management and leadership training that was provided during 1978-79 and 1980-81 school years.

Summary and Conclusions

Based on data and findings from this longitudinal study of the Detroit public high schools, the commission is able to conclude that:

1. The dramatic progress that began in the 1979-80 school year declined in 1980-81 in most areas and has now reached a plateau. This is primarily because of the failure of the Board and its central administration to place a high priority on implementing the component.

2. There has been a failure to involve the central guidance staff in major decisions regarding implementation of the component, or even to make them knowledgeable of component decisions prior to their being announced or mandated to principals and guidance department heads. This, in turn, has resulted in the lack of coordination of the component, and in diminished supervision and authority exercised by the central guidance staff. Meantime, central administration and Area G (high school division) staff do not hold high school principals accountable for strong guidance programs in local high schools.

3. Because implementation of the high school guidance program no longer has the high priority it held in 1979-80, principals remain the key figures in determining whether or not their respective high schools will maintain a strong counseling and guidance program. This results in a lack of

uniformity in program implementation. One example is apparent in the Detroit Public Schools 1983-84 "Summary of High School Verification Reports" which indicates that in at least four high schools less than 30 percent of the students had received individual counseling; in at least nine high schools the percentage was less than 50 percent; and in three high schools the percentage receiving individual counseling was over 90 percent. (The "Summary" did not include the proportion counseled in other high schools.)

4. There are also reasons for serious concern regarding the use of guidance component funds (over $43 million) allocated since 1976-77.

   a. The use of guidance component funds to hire Student Code personnel--attendance deans and their secretaries--for each high school has been considered by the commission's Counseling Subcommittee to be an improper expenditure of funds. In addition, the functions of these new personnel have not reduced the involvement of counselors in attendance record-keeping.

   b. During the 1981-82 school year, the number of guidance secretaries was reduced approximately 42 percent, leaving counselors overloaded with clerical work.

5. The Board's annual Counseling component reports provide the court, the parties to the case, and the public with misleading data and information. Each year, the Board's report has indicated that the district has fulfilled component purposes and court's expectations. However, in preparing these reports, the Board does not include much of the data and findings available from its central Guidance Department. For example, in the "Summary of High School Verification Reports" for 1983-84, where it reports on the establishment of Guidance Advisory Committees (GACs), the department shows that:

- 9 high schools (39 percent) held no GAC meetings
- 4 high schools (13 percent) held 1 GAC meeting
- 1 high school (4.3 percent) held 2 GAC meetings
- 9 high schools (39 percent) held more than 2 GAC meetings

Without functional Guidance Advisory Committees, parents, the community, students, and staff have very little opportunity to make input and to participate in the development of a strong guidance program. (The court order specifically required that such committees be established.)

6. There has been a failure to make sufficient implementation progress during the past five years (since the 1979-80 school year). Although this is disappointing a positive aspect has been that in several critical areas--attendance record-keeping and the administration of student discipline--the situation has not regressed to the 1978-79 level, the third year of component implementation.

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

Summary of the Status of Implementation of the In-Service Training Component

The court's goal in the provision for the In-Service Training component was to ensure that all staff and other participants in the Detroit schools were prepared to deal with the new experiences that would accompany desegregation. The commission's task was to determine whether the Detroit Board of Education implemented effective on-going in-service training programs in the areas of teacher expectations, human relations, minority cultures, and in the educational components, especially in the Uniform Code of Student Conduct component.

Status as of 1981

Assessment levels I and II of the 1981 Profiles study reflected that the Detroit public high schools had implemented the court-ordered In-Service component. There were only two schools in 1981, Chadsey and Southeastern, in which principals indicated that the component was not adequately implemented. The principal at Chadsey, however, was new to the building and his responses were limited to what he had done during his tenure there. The teachers' ratings at Chadsey, approximately a "C+," indicated that in-service had been provided. At Southeastern, the principal stated that there was a lack of teacher participation in the sessions that were provided. The teachers' ratings, a "C-," indicated an apparent dissatisfaction with the training that was provided.

Overall, in 1981, the teachers' and counselors' ratings of the in-service training provided in their schools were generally satisfactory. Only two high schools rated their in-service training above a "B" (Central and Renaissance), and only four high schools rated it below a "C." At a minimum, this indicated that in-service was provided. It was, however, beyond the scope of the commission's research to attempt to evaluate the effects or quality of in-service training offered in each school.

From these ratings and the other data compiled for the 1981 study, several aspects of the In-Service Training program were identified:

(1) Central and Regional administrations made in-service training available in all high schools;

(2) principals provided in-service training to staff in most of the court-ordered components;

(3) participation in such sessions was generally voluntary, which perhaps limited participation;

(4) teachers were generally satisfied with the in-service training they received; and

(5) principals in 13 high schools did not provide evidence (or sufficient evidence) of the existence of "local school leadership teams" (these "teams" planned and recommended school-based in-service training).

During the 1981-82 school year, the Detroit Public Schools implemented a pilot project designed to improve teacher expectations entitled "Teacher Expectations and Student Achievement (TESA) Training." No data were available in 1981, but the district reported that preliminary results were encouraging.

In summary, by 1981, evidence indicated that the court-ordered In-Service Training component had been implemented. In-service training generally improved over the period from 1978, that is, teachers and counselors generally gave higher ratings to this component during each subsequent rating period. Some schools, however, showed decline. It was conjectured that this may have reflected either (a) management changes (or the absence of such changes) in local high schools, or (b) dissatisfaction with yearly modifications in the implementation of certain components (e.g., Student Code and Counseling and Guidance).

Status as of 1984

Upon negotiation among the parties to the desegregation case, and per the court-ordered "Stipulation" of August 1981, agreement was reached to end co-funding by the State of Michigan and to deem this component implemented at the conclusion of the 1982-83 school year. Because (a) the in-service training originally envisioned by the court had, in fact, occurred and because (b) the parties agreed that continued funding was not required, court oversight ceased upon submission of a "final" report in 1983 by the Detroit Board.

The Monitoring Commission reported that there was no evidence that any useful studies existed that evaluated the results of the in-service training ordered by the court and implemented by the Detroit Board of Education. Nevertheless, reports from teachers, administrators, and parents suggested that more in-service training was needed in the content and objectives of the court's orders, and the Board's programs, especially Counseling and Guidance, School-Community Relations, and student discipline. In this vein, after recommendations from the commission's Student Code subcommittee in February 1983, the Detroit Federation of Teachers filed a motion for contempt for failure to adequately implement the court's orders with respect to student discipline and requested that the court order the district to undertake substantial in-service training.

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

Summary of the Status of Implementation of the Reading Component

The court ordered the Detroit Public Schools to develop and implement a comprehensive reading and communication skills program for students at all grade levels. The program developed by the school system for the high schools includes a management program, Ninth Grade Objective-Referenced Tests (NGORT), a comprehensive testing program, and an in-service training program for teachers in all content areas.

Status as of 1981

The Detroit Public Schools had made clear and demonstrable progress in the implementation of the high school section of the court-ordered Reading component. All of the high schools were able to document that the essential elements of the secondary reading program were present in their buildings and were, for the most part, appropriate. For example, all of the schools had a "reading specialist," and all of the schools reported that the NGORT reading management program was being used and was being blended with the other basic English and reading texts. Reading specialists in all but four schools stated that students were being assigned to classes as planned on the basis of English placement tests.

The commission's criteria for assessment of the Reading program (see below Section D) outline the requirements of the court-ordered Reading program. In order to assess the relative degree of implementation of the Reading component in the various schools, the third level of assessment (Level III) reflects a comparison of the high schools in terms of reading tests results, teacher ratings, and proficiency test results.

Using the available data, the study showed that most of the high schools were able to administer the MEAP (Michigan Educational Assessment Program) tests to most of their 10th grade students (on the average, 90% of the students were tested). The CAT (California Achievement Test) was given to most of the 11th grade students. It should be noted, however, that one school reported 117 percent and 120 percent of its eligible students were tested on these two tests, and three high schools tested fewer than 70 percent of their 11th grade students.

The CAT series is norm-referenced, i.e., referenced to national norms groups. City-wide, students in the 11th grade tested at 9.9 mean grade equivalent units. Eight high schools tested at or above that level, and fifteen high schools tested below 9.9.

On the MEAP reading tests, only nine high schools had 30 percent or more of their 10th grade students place in the highest category of achievement (Category 4) and only two schools had 75 percent or more of their students in Category 4. (The State Department of Education considers a school "acceptable" or "a low needs school" when 75 percent of the students are in Category 4.) However, nineteen schools showed improvement in the MEAP test results for 1980-81 compared to 1979-80. (Test items were changed in 1980, however, and the State Department of Education recommends that comparisons be made with care.)

June 1981 graduates were the first high school graduating class in Detroit to receive an endorsed diploma if they passed all three categories of the Detroit High School Proficiency Examination. Only six high schools issued 75 percent or more of their June 1981 graduates an endorsed diploma, and five schools graduated fewer than 65 percent of their June graduates with endorsed diplomas.

The English and social studies teachers were asked to evaluate their individual schools on the basis of the school's ability to teach reading and communication skills. Nineteen schools showed improvement in 1980-81 over comparable ratings in 1978-79, and eighteen demonstrated improvement over ratings for 1975-76; however, only three high schools were rated "B" or better, and six high schools received between "C" and "D."

In summary, by 1981 the Detroit public high schools had put in place the initial aspects of the high school Reading component. The available data indicated a general improvement in reading scores in most high schools, but these data and other information in this report suggest that the problem of improvement of high school reading scores might be best met by improvement of reading programs in earlier grades.

Status as of 1984

The Detroit Public Schools has been able to document steady improvement in its high school reading program based on MEAP scores through 1983-84. Twenty-three of the 24 high schools placed a larger percentage of their students in the top category in 1983 compared to 1980, and 20 of the 24 high schools had 50 percent or more of their students in that category. This improvement seems to have leveled off in 1983-84. When compared to 1982-83, twelve high schools showed improvement and eleven high schools declined (data for one school were not available in 1982-83).

There still remains a problem with the testing of all eligible students: the reported percentages for MEAP testing ranged from a high of 105 percent for one high school to a low of 60 percent for another high school, and the city-wide average was 83 percent, a smaller percentage than that tested in 1980-81. Informal interviews with school personnel indicated that some schools were more diligent than others in testing students who were absent on the original test day(s).[a]

The 1983-84 school year was the 4th year of the High School Proficiency Exam. In 1980-81, the first year of the program, 74 percent of the graduates received endorsed diplomas. In 1983-84, 73 percent received endorsed diplomas, with six high schools endorsing 75 percent or more of their graduates, as was the case in 1980-81. The range in 1983-84 was from a high of 100 percent at Renaissance to a low of 62 percent at Pershing.

In 1984, high school English and social studies teachers in only seven schools rated their schools as improving over 1981 ratings in their ability to teach reading and communication skills. Teachers in nine high schools rated their schools as declining in reading. Only two high schools achieved a "B" rating, thirteen were rated approximately a "C", and three high schools were rated "D" or worse.

The Detroit Public School continuous to implement its reading and reading-related programs with a relatively high degree of success. The test scores indicate that a greater percentage of students are obtaining a mastery of basic communications skills. This should allow the school system to concentrate on programs that are designed to improve comprehension skills, critical thinking, and advanced writing skills.

---

[a] Procedures allow students to be tested during a one-month period, and students not present on the original test day should be retested. Other students can be excused from the tests if they meet certain criteria, e.g., bilingual or special education students.

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

Summary of the Status of Implementation of the School-Community Relations Component

Status as of 1981

This study analyzes data to provide an assessment of the extent to which Detroit Public High Schools have implemented the court-ordered School-Community Relations program. Efforts have been made to develop a balanced set of indicators which reflect appropriate emphasis, both on the realization of school-community organizational goals and on the meeting of certification guidelines that facilitate Local School-Community Relations Committee/School-Community Organization (LSCRC/SCO) goal achievement.

The purposes of the School-Community Relations component are stated in the May 11, 1976 court order:[1]

> "to strengthen communication between school personnel and parents, to encourage parental involvement in school affairs, and to increase understanding among parents from different communities."

The court's purpose and the LSCRC/CO Guide[2] developed by the City-Wide Council and staff are the basis for the criteria and indicators used in the Monitoring Commission's assessments. In order to highlight the analysis of data and to briefly summarize findings, the Commission's School-Community Relations Subcommittee and staff selected three broad areas of compliance fundamental to successful implementation of LSCRC/SCO's. They are:

(1) Meeting minimal criteria regarding certification guidelines, i.e. membership lists, current by-laws, schedule of meetings, agenda, and minutes all meet minimal criteria.

(2) Realization of organizational goals, i.e., data and documents provide evidence that goals and projects have been developed, pursued and that progress toward achievement has been realized.

(3) Provision of logistical and administrative support for program implementation.

---

[1] Memorandum, Order, and Judgement, May 11, 1976, pp. 19-24.

[2] The Guide for Effective School-Community Relations Committees was developed with central staff assistance and by the City-Wide Council. It was widely distributed by the Detroit Public Schools School-Community Relations Office during 1978-79. The Central Board, on recommendation of its SCR committee, endorsed the wide dissemination of the Guide.

Assessment data for the School-Community Relations component consist of:

(1) Monitor-collected data provided by the high school principal, i.e., documents, verbal and written responses to data collection instrument items, and

(2) Questionnaires mailed to each LSCRC/SCO chairman.

I. Analysis of Data Regarding Certification Requirements[1]

Monitor-collected data was received from 22 of the 23 high schools and from 20 out of 23 LSCRC/SCO chairmen. In Assessments I and II all principals responding indicated that a LSCRC/SCO had been organized at their respective schools. However, only six provided all documents and answered all questions. When compared with the 1978-79 indices, 12 high schools increased their scores on Assessment III, 8 high schools declined and 3 registered no change. The 1978-79 High School Profiles reported that, based on the information submitted to the commission, three of the senior high schools could have been certified. A review of the 1980-81 data shows that, based on the documents submitted, nine (9) high schools could have been certified while 14 failed to satisfy one or more of the certification guidelines.

II. Realization of LSCRC/SCO Goals

Assessments II and III include a considerable number of indicators used to assess the development and achievement of organizational goals. For example, in May of 1981 principals were asked to submit a list of projects undertaken by the LSCRC/SCO during the 1980-81 school year and to indicate the status of each. In Assessment II, full assessment credit was given if the list of activities met minimal criteria as useful school-community projects. However, in Assessment III the list was scrutinized to determine whether or not the projects dealt with meaningful issues related to student and parental involvement in school-community activities, e.g. curriculum, security, encouraging parental involvement, student achievement, and attendance. The Assessment III indicators also require that for each project on the list, there must be evidence in the organization's minutes and agenda of member involvement or actions in carrying out each project. The chart below shows the results of these two levels of assessment on the item re projects and on several other items related to the realization of organizational goals.

---

[1] "Certification" is a process developed and carried out by the court-ordered City-Wide School-Community Relations Council (CWSCRC). Local committees must meet certification requirements in order to be recognized as official bodies by the CWSCRC. Certification consists of verification that four guidelines (e.g., membership requirements and by-laws) have been met and that the LSCRC/SCO has been visited by SCR staff or a member of the Council.

ANALYSIS OF SELECTED ASSESSMENT III SCR INDICATORS FOR THE 23 DETROIT PUBLIC HIGH SCHOOLS

Number and percent of high schools that either satisfy, partially satisfy, or fail to satisfy minimal criteria for each area.

	Minimal Criteria Satisfied		Minimal Criteria Partially Satisfied		Minimal Criteria Not Satisfied	
SPECIFIC GOAL AREA	# of Schools	%	# of Schools	%	# of Schools	%
Projects Undertaken Assessment II	13	57%	6	26%	4	17%
Membership Action On Projects	10	43%	8	35%	5	22%
Improvement In Attendance (per Sign-In Sheets)	12	52%	9	39%	2	9%
Improvement In Attendance (Chairman's Assessment)	4	17%	7	30%	12	52%
School Provides Information to LSCRC/SCO re Student Achievement, Reading, Math, Curriculum, etc.	12	52%	5	22%	6	26%
Chairman's Satisfaction with LSCRC/SCO Role	5	22%	5	22%	13	56%
Chairman's Assessment of Organizational Effectiveness	12	52%	8	35%	3	13%

III. Logistical Administrative and School-Community Support for High School LSCRC/SCO's

Many of the 47 Assessment II indicators and the 24 Assessment III indicators were developed to assess the supportiveness of high school principals, other administrators, staff and parents to the local school-community organization. One set of indicators gave opportunity for each principal to report whether or not he or she provided secretarial service, suplicating services, supplies, or any other needed services to the LSCRC/SCO. Twenty-one principals, over 90%, gave responses indicating that they gave full support in all logistical areas. However, the responses from two principals did not satisfy minimal criteria, thereby indicating a lack of full support. In a broader context, LSCRC/SCO chairmen were asked to report regarding the support that he or she as chairman received from the principal, teachers, staff and parents. Twenty responded, but only two indicated that their LSCRC/SCO had strong support from all three of these school-community categories. Five reported support from two of the three categories while 13 reported support from only one of the three key categories (usually from teachers or the principal or another administrator).

One of the most frequently mentioned concerns of the chairmen was, "how do we generate parental involvement?" After stating that they do not expect as much parental involvement as in the elementary and middle schools, chairmen and principals expressed frustration over poor attendance at meetings and lack of parental involvement. Numerous indicators provide a profile of high school LSCRC/SCO's in the district--particularly as it relates to attendance and overall organizational effectiveness. The following examples are included to indicate how different school-community members perceive their organization and its effectiveness. E.g., with respect to attendance at meetings, only four out of 20 responding chairmen reported regular meetings, while sixteen chairmen reported the attendance of parents or community persons as "sometimes" or "never." Again, when asked to report their perceptions of the effectiveness and worthwhile nature of the local school-community relations organization during school year 1980-81, twelve chairmen categorized their organizations as being "worthwhile," but eight indicated that their LSCRC/SCO was not effective. On the other hand, when the chairmen were questioned regarding the advisory role of their LSCRC/SCO, five expressed satisfaction in at least 11 out of 13 areas, two (2) expressed satisfaction in from 8 to 10 areas (scored a 0), and thirteen indicated satisfaction in 7 or less areas (scored a -).

In another survey, counselors and teachers were asked to rate or grade several of the educational components. In the case of the School-Community Relations component, both groups were asked to grade the relative attainment of a major School-Community Relations component goal, i.e., "parents participation." The ratings or grades were extremely low when compared with other educational components. Teachers and counselors 1978 grades have a mean of "F;" the comparable 1980-81 grade was a "D-".

In summary, it should be pointed out that each school's score in Assessment III, School-Community Relations, is simply a measure of the school's attainment of certain criteria as it relates to:

(a) certification, and

(b) organizational effectiveness

Although a visble and effective school-community organization is not guaranteed by a high score (e.g. 1.0 or 0.0) in Assessment III, the likelihood or the probability that the organization is effective or that it is in the process of becoming more effective is certainly greater than for schools with low scores.

The collection and analysis of school-community relations data enables the Commission to conclude with considerable confidence that:

(1) Overall there has been a slight improvement in the implementation of high school LSCRC/SCO's and considerable improvement in providing data and documents;

(2) Very few high schools have consistently involved parents in the school-community organization in a manner that encourages more parents to participate or become involved;

(3) An examination of agenda and minutes, and sign-in sheets shows more parents in attendance when activities are either known to be directly related to students' needs or when students are a part of the agenda;

(4) In addition to special activities, several high schools successfully focused on efforts to improve the security within their building--there remains the need to further explore and develop the meaningful utilization of the LSCRC/SCO as a valuable resource at all levels;

(5) Finally, both principal and chairman responses show the same major problem--lack of parental involvement--yet each views the problem somewhat differently. Chairmen, in spite of considerable personal involvement, are much more expressive of their frustration and more prone to indicate a need for change. This is particularly true with respect to dissatisfaction over the present advisory role of their school-community organization and with lack of parental involvement in general.

Status as of 1984

The commission's 1981 **High School Profiles** reported that limited progress had been made in the implementation of the School-Community Relations component. That report noted that very few high schools had provided evidence of consistent parental involvement in meaningful school-community relations matters.

During the 1982-83 and 1983-84 school years, the Monitoring Commission assigned its volunteer monitors to conduct visitations of local school-community relations committee/organization (LSCRC/O) meetings. Monitors conducted over 80 on-site visits to the Detroit public high schools. Additional data were secured by staff and subcommittee member monitoring visits, and from Detroit Public Schools data and reports.

This current update provides (a) a brief review of specific actions that have affected the School-Community Relations component, (b) an analysis of pertinent commission and Detroit Public Schools data, and (c) some conclusions regarding the current status of the component.

Several legislative, voter, and court actions following the publication of the 1981 **Profiles** had effects on the court-ordered component:

- Following a legislative initiative, in 1981 Detroit residents voted to end the decentralization of the district and restore the authority of a central board of education. Public Act 71 of the Public Acts of Michigan (1981), recentralized the Detroit School District. This act required (in Section 485) that first class school district boards (of which Detroit is the only such district in Michigan) establish school-community relations programs.[a]

---

[a] Sec. 485. (1) By June 1, 1983 and every 2 years thereafter, the first class school district board shall adopt policies and establish programs that provide for and encourage the free flow of information between the board and the community and that provide for and encourage community input into educational matters considered by the board.

(2) In order to implement subsection (1), a first class school district board shall do both of the following.

(a) Provide for an autonomous school-community organization in each school within the school district. The school-community organization shall be open to all parents and other residents of the school attendance area.

(b) Establish procedures for handling complaints, concerns, and recommendations received from parents and other members of the community.

- Reorganization of the district created six new administrative "Areas" for the district's elementary and middle schools. All high schools and vocational-technical centers were centralized under a seventh "Area," a new high school division.

- The recentralization of the district and the requirements of Section 485 were the principal rationale used by the Detroit Board to propose, first, changes in the School-Community Relations component, and then, file a motion with the court to obtain "relief" from the court order requiring a School-Community Relations component. (On 24 April 1984, the court ended the requirement of a School-Community Relations component pending adoption of a new school-community relations program by the Board.)

These circumstances created considerable confusion throughout the court-mandated school-community relations structure. From December 1982, when the Board passed a resolution directing the general superintendent to propose a new school-community relations structure and then seek "relief" from the School-Community Relations court order, through 1984, when the commission's study was concluded, parents and community members, as well as school system staff, were unsure as to their authorities or permitted activities. This was so because the Board adopted the superintendent's new plan before it sought approval from the court. As a consequence, there was confusion as to which structure was appropriate.

Analysis of Monitor-Collected Data

In their school visitations,[b] volunteer monitors focused on the following aspects of the court-ordered School-Community Relations component: (1) attendance of the required membership, i.e., parents, staff, community members;[c] (2) content of the meetings, i.e., topics of discussion, principal's report, and other agenda items; (3) LSCRC/O goals; and (4) parental participation.

Attendance. Attendance of parents during both years was highest when students were involved in special programs, and for these meetings it ranged from 15 to 75. On such occassions meetings were generally short and most of the time was devoted to the special program. During 1982-83, for other meetings, average parent attendance was approximately 13; average staff attendance was approximately 5; and average student attendance was 6. In contrast, average parent attendance at elementary and middle school

---

[b] Procedures required that monitors call schools in advance to avoid attending canceled meetings. This may have had the effect of increasing attendance at some meetings.

[c] Although requested by the commission, attendance (sign-in) sheets for the 1983-84 school year were not made available by the Detroit Public Schools.

LSCRC/O meetings was 8 and 10; for staff it was 5 and 7; and for students it was 1 and 3. Although numerically higher than for elementary and middle schools, high school LSCRC/O attendance actually represents a much smaller percentage of parents, staff and students.

Attendance data collected by monitors during the 1983-84 school year showed average parent attendance of approximately 9 per meeting; staff attendance of approximately 2; and student attendance of approximately 5. Because these monitor visits were not systematic, it cannot be concluded that LSCRC/O attendance declined from the previous school year, however, it suggests that attendance at high school meetings continued to be low.

During the 1983-84 school year, attendance at Area G (high school division) meetings was very poor. This prompted the ASCRO chairman to make a special appeal to the Central Board for better staff attendance and Area G administrative support.

Content of Meetings. The issues most frequently brought up at high school level LSCRC/O meetings were: (1) financial and budget matters--usually fund raisers; (2) curriculum issues, e.g., presentations by various curricular departments, and explanations of course offerings; (3) Student Code matters, e.g., student safety and attendance; (4) student trips; and (5) school housing issues. (Other issues listed less frequently were: the testing program (MEAP, High School Proficiency Exam, CAT and NGORT); changes in high school graduation requirements; staff attendance; school management; and LSCRC/O organizational matters.) An analysis of the meeting minutes collected by monitors and their written comments indicate that a substantial portion of local committee meeting time was devoted to fund raisers. This suggests that such projects may potentially substitute for meaningful parental involvement in substantive issues that effect the quality of high school education, e.g., achievement, curriculum, attendance, and discipline.

Inservice Training of LSCRC/O Members. Monitor-collected data from high school LSCRC/O meetings indicates that very little inservice training of parents occurred in the high schools.

Analysis of DPS Data

In April 1984, the Detroit Public Schools released a study entitled "Parent School Relations in Detroit." Although the conclusions of this study were flawed because of its methodology, it does suggest that parents of high school students were less involved in school affairs and less satisfied than either elementary or middle school parents regarding (a) parent-teacher conferences, (b) the schools' responsiveness to requests for information about educational programs, (c) communication from the schools regarding student problems, and (d) opportunities for parents to be involved in school affairs. Monitor-collected data, and staff and School-Community Relations subcommittee on-site visits, as well as other sources, have evidenced similar conclusions.

In another survey, designed to assess the "effectiveness of [school-community agents] in the resolution of [school-community] problems," 65 percent of the respondents indicated that they were unaware of the procedures for handling parent and community concerns in the Detroit Public Schools. Although this survey was also methodologically flawed, this finding is suggestive of one of the problems underlying school-community relations in the district.

Summary and Conclusions

The Monitoring Commission found that some local high school school-community relations organizations had attained a level of parental and community involvement that showed that progress had been made toward a real partnership, however, these high schools were in the minority. The goal of the court-ordered School-Community Relations component to develop a partnership between the community and the schools had not been accomplished. The Detroit Public Schools had instead accepted superficial organizations that failed to deal with the current concerns of parents and the community.

The commission's assessments of relevant data show that in many high schools:

- school-community relations organizations were primarily "paper" organizations and participation was low;
- parents and staff were frequently uninformed, misinformed and confused about their roles and authorities, most recently because of the Board's actions to mandate changes in the component before seeking court approval;
- there was a reluctance to share information and facts about the schools with parents and community;
- although most high school administrators appeared to be aware of the importance of community support, not nearly as many were committed to the development of a strong, supportive school-community organization;
- apparently a considerable number of high school administrators believe that strong organizations may jeopardize their prerogatives, authority, or control; and
- the Detroit Board had not provided a prompt and effective system for the reolution of local grievances.

Finally, the commission notes that the court, in its 24 April 1984 order, was of the opinion that recently enacted state law sufficiently required the Detroit Board to establish a school-community relations program. Consequently, the court ordered the Board to adopt its own school-community relations program, which it did on 28 August 1984.

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

Summary of the Status of Implementation of the Student Code of Conduct Component

The court ordered the Detroit Board of Education to implement the **Uniform Code of Student Conduct** in order to ensure a protected learning environment. The Monitoring Commission was charged to determine whether violence was being tolerated and whether disruptions were being dealt with. The commission was also directed to determine whether the **Student Code** was being administered uniformally without regard to regional lines, whether students were being offered minimal rights of due process, and whether all staff and school personnel were being provided with appropriate in-service training in the **Student Code of Conduct.**

Status as of 1981

The Monitoring Commission's 1978 **High School Profiles** study identified uneven implementation as the major problem of the Uniform Code of Student Conduct component. The 1981 study indicated that the district had made significant progress. In 1978, no high school could document having in-school attendance procedures that conformed to the City-Wide Attendance Policy. In the 1980-81 school year no school failed to provide evidence of acceptable procedures to the commission. Each school was able to document the method by which these procedures were made known to staff and students. Each school stated that its attendance center was appropriately staffed, and all but two principals indicated that they had attended orientation sessions on the Student Code during 1980-81. Each school reported its data regarding discipline to its region office on a regular basis. Movement toward uniform implementation of the Code was thus in evidence.

In the 1978 study it was not possible to compare the levels of enforcement of the Student Code at individual schools because of inadequate implementation. In the 1981 study, however, comparison was possible, and the final "assessment" (Index III) reflected whether or not the Uniform Code of Student Conduct and the City-Wide Attendance Policy were being equitably and fairly enforced. The results of this assessment revealed wide variance in enforcement among the high schools.

The 1980-81 City-Wide Attendance Policy called for (a) an exclusion if a student was truant a maximum of three times, and for (b) a suspension if a student was excluded more than twice. The attendance data gathered for the 1981 study indicated that, for the week reported, there was little or no in-school truancy in six high schools and as high as 10 percent to 19 percent in-school truancy in eight high schools. In twelve schools the amount of in-school truancy during the 1980-81 school year was less than it was in 1978-79; while in seven schools the amount of in-school truancy increased over the same period. While some schools showed progress in their efforts to control in-school truancy, the vast majority of principals stated that they felt the 1980-81 City-Wide Attendance Policy was impossible to implement completely. As a consequence, the district revised the policy in August 1981 and prepared a new policy for the next school year (1982-83).

In 1981, in seven high schools every student was suspended who was found guilty of an illegal act and who had two or more previous offenses. In sixteen schools, however, students with two or more previous offenses who were found guilty of an illegal act were sent home for no more than five days, i.e., excluded. In three schools the general rule was to suspend a student for an illegal act even if it was his first offense.

The data also showed, among the high schools, that there was wide variance in the disposition of cases of students who were charged with illegal acts, i.e., whether or not they were found guilty and whether they were excluded or suspended. In eight high schools, every student who was charged with an illegal act was found guilty. In Finney, for example, 243 students were charged with illegal acts and all were found guilty. At King High School, on the other hand, 150 students were charged with illegal acts and 71 were found not guilty. At Southwestern, of the 60 students who were charged with illegal acts, five were found not guilty and 50 were suspended. At Denby, which is a larger school, 236 students were charged with illegal acts, one was found not guilty, and 31 students were suspended.

All but four high schools suspended more students in 1980-81 than in 1977-78, and all but two excluded more students in 1980-81 than in 1977-78. Both of the increases reflected, primarily, an increase in the number of students who were excluded and suspended for in-school truancy. In 1977-78, for example, Kettering and Ford excluded and suspended no students for in-school truancy, but in 1980-81, for the same act, Ford excluded 2,042 students and suspended 114 students. Kettering in 1980-81 excluded 1,170 students and suspended 108 students for in-school truancy. This reflected an attempt to control a major high school Student Code-related problem.

Teachers in each high school were asked to grade their schools in terms of enforcement of discipline. Five schools were rated approximately a "B," and twelve schools were rated about a "D," with four receiving "D-minus."

In summary, by 1981, the Detroit School District was able to establish that the Uniform Code of Student Conduct and the 1980-81 version of the City-Wide Attendance Policy were in place in all of the high schools, but the district was not able to ensure that the Code or the district's Attendance Policy were enforced uniformly or equitably.

Status as of 1984

In September 1984, the Monitoring Commission submitted to the court its analysis of the Detroit Public School's efforts toward implementation of the Student Code componet during the 1983-84 school year. A comparison between the commission's September 1984 analysis and the status of the component as presented in the commission's **1981 High School Profiles** highlights three major areas of continuing concern: (1) lack of uniform implementation of discipline, (2) incomplete and inaccurate data, and (3) in-school truancy.

The commission was able to document progress in the area of uniform implementation of discipline among the high schools in its **1981 Profiles** by analyzing and comparing the data on implementation of the Code that was reported by each high school to the central administration per the court's orders. These data were then given to the commission. In 1983, the Detroit Public Schools central administration reported that their disciplinary data were incomplete and inaccurate. Without attempting to correct existing data, the school system's Office of Pupil Records designed another method of collecting data they maintained was more accurate. The revised method provided much less information. In the 1982-83 and 1983-84 year-end reports the Detroit Public Schools did not report what was required by the court order. They provided only the total numbers of exclusions, suspensions, and expulsions by individual high schools. The data provided were divided into two general categories, "illegal acts" and "general prohibited acts." The detailed information regarding Student Code violations that was required by the court and provided by the Detroit Public Schools each year prior to 1982-83--age, race, sex, specific charges, date of hearings, disposition of charges, etc.--was not provided. This limited the commission's ability to keep the court and the parties adequately informed as to the status of implementation of this component.

Upon the commission's request, the Detroit Public Schools did provide the year-end Student Code data that were previously provided automatically, but the commission was informed that these data were not as accurate as that which was provided in the Board's official year-end report. An analysis of these more detailed data revealed that the information was also incomplete and inaccurate in the same areas that were identified in 1982 and 1983 by the commission.

The commission was able to provide data in its previous reports that indicated the degree of in-school truancy that existed in each high school. Tables were compiled from attendance data gathered by the Detroit Public Schools from each high school teacher for one week each semester. The

Detroit Public Schools reported the record period (2nd or 3rd hour) attendance as the official daily attendance for each school. The commission assembled and reported the average attendance for all classes and compared this to the record period attendance. In each school, the record period attendance was greater than the average daily attendance. This demonstrated that some of those students who were present for their record period did not attend all of their classes, i.e., they were "in-school truants." By analyzing each of the high schools in terms of in-school truancy (ranging from 1 percent to over 20 percent in 1981), and in light of the school's current attendance policy, the commission could provide useful information on the effectiveness each school experienced with each policy. The Detroit Public Schools changed the City-Wide Attendance Policy six times in the seven years between 1976-77 and 1983-84.

In 1982-83, the Detroit Public Schools also changed its method of reporting attendance. Instead of using the record period attendance, the district compiled the number of absences for each student as reported by each teacher at the end of the semester and then calculated an average attendance for each school. If the data reported by the teachers were complete and accurate, this method would provide a reliable estimate of average daily attendance. It could also indicate the extent of in-school truancy, if such average attendance were calculated by class hour rather than averaged for the entire school day. The accuracy of this new method is also questionable, however, because the numbers reported by the teachers for each of their 100 to 170 students are not checked by anyone. Because these figures must be tallied on those days on which teachers correct final exams and determine final grades, there is the possibility of error. The probability of error seems more likely in light of two facts: (1) the year that the Detroit Public Schools switched to its new method, each high school's average attendance increased by approximately 6 percent; (2) the second year this method was employed, the average attendance for all high schools was 85.2 percent, an attendance figure that no high school principal interviewed by the commission believed was accurate.

Overall in 1984, high school teachers rated the "administration of student discipline" a "C-minus," which was lower than they had rated this component in 1981. The 1981 ratings had represented the third year of improving ratings for the Student Code. Teachers in ten schools rated this component worse than they had three years earlier; in seven schools Student Code ratings showed some improvement; and two schools remained stable. Only four Detroit high schools were rated approximately "B" or better, while ten received ratings of approximately "D" or worse, including two that were rated "Fail." Five high schools were rated approximately "C" in their administration of this component.

Student Code data revealed wide differences among the high schools in their reported disciplinary actions. Several high schools had exclusion and suspension rates which exceeded or were below the city-wide average by from 50 to 100 percent. Similarly, schools differed in the severity of sanctions they imposed for similar violations of the Code, and these differences were particularly extreme for violations constituting illegal behavior. One high school, for example, reported 250 times more exclusions than suspensions for similar violations of the court-ordered Code than did another Detroit high school. This means that in the first Detroit high school it was much more likely that students received minor disciplinary sanctions (i.e., sent home for three to five days) for "violent" or illegal behavior, while in the second Detroit high school students were likely suspended (i.e., involuntary transferred to another school) and possibly recommended for expulsion from the school system. (In each year surveyed by the commission, the number of disciplinary violations in the Detroit public high schools that could be characterized as "violent" exceeded 2,000.)

In summary, the Monitoring Commission's longitudinal study of the Detroit Board's efforts to implement the court-ordered Uniform Code of Student Conduct allows the following conclusions:

1. The Detroit Board was not able to implement the Student Code uniformly throughout the district.
2. Some local school principals implemented the Student Code more successfully than other local school principals.
3. The Detroit Board did not furnish the Monitoring Commission with complete and accurate reports of student code violations as required by the court's orders.
4. The Detroit Board failed to provide the court with reports that reflected in-school truancy, in spite of the fact that the necessary data for such reports were available to the Detroit Public Schools.

It is noteworthy that the Detroit Public Schools central administration failed to incorporate the recommendations of its own high school principals on three separate occasions. Several times committees were selected by the general superintendent to study the problem of discipline and attendance. Each committee submitted recommendations that were based on proven programs in high schools in Detroit or in neighboring districts, and each time they were rejected in total or in part by the Board. Instead of accepting the recommendations of the principals committees, the district choose to repeat variations of the same programs that had already been adopted, tried, and found unsuccessful.

On 24 April 1984, the court issued an order that relieved the Detroit Board of the obligation to implement the court's Uniform Code of Student Conduct. The Detroit Board was ordered to write and adopt its own code, which it did on 14 August 1984.

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

Summary of the Status of Implementation of the Testing Component

The Monitoring Commission's objective regarding the Testing component was to determine whether the Detroit Public Schools-designed Testing program was implemented as required by the court's orders. The program was designed to:

(1) review all tests used in the district to determine whether they were "culture-fair," and to ensure that racial, ethnic, and cultural bias be avoided in any testing carried out in the Detroit Public Schools system;

(2) establish an evaluation program that included all students and was directed toward evaluating the effectiveness of instructional progams;

(3) design, develop, and institute an objective-referenced testing capability; and

(4) implement a program to train teachers and administrators in test administration procedures, which were designed to ensure non-discriminatory treatment of students.

Status as of 1981

By 1981, the Detroit Public Schools central administration had placed in all the high schools the basic elements of the court-ordered Testing component. All the high schools had a designated "building test coordinator" who held the appropriate staff position. All but two high schools indicated that the test coordinator had received six or more hours of in-service or other training in the use of criterion-based testing. All of the coordinators stated that they had attended at least one orientation session during the 1980-81 school year and that the high schools had used appropriate tests.

In general, the teachers in each school rated the administrtion of standardized testing higher than the other court-ordered components. Five schools were rated above a "B" and only one high school was rated below a "C."

The commission found that one area where problems still remained was in that of reporting standardized test results to parents. Only seventeen of the twenty-three high schools reported sending both MEAP (Michigan Educational Assessment Program) and CAT (California Achievement Tests) results to parents.

Another area of concern was also addressed, viz., the percentage of students who are administered standardized tests in each school. Three schools reported testing between 57 percent and 75 percent of their eligible students.

In summary, by 1981, the basic elements of the Testing component appeared to have been established in the high schools, and testing procedures had improved. There was no indication that any testing practices were unfair or discriminatory. The problems that remained were identified to be at the local school level and related to management.

Status as of 1984

In August 1981, the parties to the desegregation case entered into a court-approved "Stipulation" which terminated state funding for the Testing component and considered the component sufficiently implemented at the conclusion of the 1982-83 school year to terminate court oversight. Upon submission of its "final" report in 1983, the Detroit Board was no longer under any obligation to continue the court-ordered program. Nevertheless, the testing activities implemented by the district as part of the desegregation remedy continued: the High School Proficiency Exam, the locally developed objective-referenced tests, and the evaluation activities, among others, were centrally administered and generally institutionalized.

In a 1983 report, the commission noted that it appeared to be the intention of the Detroit Public Schools to limit the amount of nationally-normed, standardized testing to be required in the school district. The commisison commented that, while it recognized the value of objective-referenced testing as a means of measuring the achievement of locally-set objectives and of assessing individual student problems and progress in relation to these objectives, it also supported the use of broad-based norm-referenced testing because it allows assessment of local school's, and of the district's, comparative progress. Such information is required so that overall progress can be measured and should be used administratively to identify schools and programs that are either successful or warrant attention. It is noteworthy that, beginning in 1983, the Detroit Public Schools reduced the detailed reporting of standardized test information regarding local schools.

Finally, although the district established an evaluation unit as part of the court-ordered Testing component, it has been the commission's observation that local schools and other levels of administration, as well as the public, have not had timely access to pertinent and appropriate student- and school-based data and other information upon which to make judgments regarding the successes and deficiencies in the Detroit schools. For example:

- standardized testing information has been reduced,
- student disciplinary data has been termed "incomplete" and "inaccurate,"
- attendance data are not generated that would assist local schools in their attempts to deal with in-school truancy, and
- unwarranted conclusions have been drawn from limited surveys.

Notwithstanding these observations, the Testing component represented the component with the most satisfactory and controversy-free implementation.

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

Summary of the Status of Implementation of the Vocational Education Component

The court's desegregation goal for the Vocational Education component is "to ensure that the school system provides relevant and diversified vocational and technical programs to meet the needs of the students it serves." In keeping with this overall goal, the Michigan Department of Education and the Detroit Public Schools developed long-range and interim plans for strengthening vocational education programs in the Detroit Public Schools. These plans called for:

(1) The development of five area vocational centers to (a) service the vocational needs of some 10,000 eleventh and twelfth grade students by 1978, and (b) provide them with programs having content, equipment, facilities, and staffing "second to none" in the state, and

(2) The upgrading and expansion of prevocational programs to (a) enable 9th and 10th grade students to complete both exploratory and prerequisite courses for area center and senior high vocational programs, and (b) provide non-duplicated vocational education programs to service some 4,500 11th and 12th grade students in the local high schools.

In the context of the court's desegregation goal and the Joint Plan for Vocational Education[1] presented by the State of Michigan and the Detroit Public Schools, the Monitoring Commission incorporated these two Monitoring Plan objectives for vocational education:

(a) To determine whether the Detroit Public Schools is providing vocational programs that will prepare students for specific work in the business world, and

(b) to determine whether the Detroit Public Schools is providing students with the knowledge and ability essential to enter occupational trades.

---

[1] "A report to the Honorable Robert E. DeMascio, U. S. District Court, Eastern District of Michigan, Southern Division, In Response to Court Order Dated August 15, 1975" and the in-chambers meeting of September 12, 1975 involving Judge DeMascio and defendants.

Status as of 1981

This study provides a determination of the status of implementation of vocational and prevocational programs in the Detroit Public Schools for school year 1980-81. Inasmuch as the Crockett Center was the only area vocational center open for student occupancy during that year, the central focus of this report will be (a) the implementation status of this component in each of the 22 senior high schools and (b) district-wide implementation of the Joint Plan for Vocational Education as it relates to the coordination and articulation of high school programs with the area vocational centers, middle schools, and with community college programs. It particularly focuses on these key questions:

- To what extent were opportunities available in each of the 22 high schools for students to participate in prevocational, vocational, and cooperative (Co-op) education programs.

- To what extent were supplies, equipment, and facilities available and adequate to provide quality vocational and prevocational programs, and how do these factors compare between the three major curricular areas (i.e., business and distributive education, trades and industry, and home economics).

- To what extent had vocational teachers incorporated competency-based educational strategies in the subjects they were teaching.

- To what extent had vocational teachers participated in in-service training, university classes, professional and trade activities, or paid work in their respective fields, and how did they rate the usefulness of their inservice activities.

Most of the 22 high schools were able to respond fully to the request for data and documents. This is evident by the fact that 16 of the 22 high schools had maximum scores of 1.0 in Assessment I, and five (5) schools had index scores of approximately .90 or above. Only one high school failed to provide assessments. Assessment II scores, which indicate the adequacy of the school's responses, ranged from .45 to 1.0 with an average index of .73. This, of course, indicates that many of the high schools had inadequaces in their response data and documents. The Assessment III indices range from a low of -.06 to a high of + .67 with an average index of .27. The wide range of Assessment III scores reflects the wide variability in compliance among the district's 22 high schools.

The data sources for this study were: (1) teacher surveys mailed to 492 vocational teachers in the district, (2) monitor-collected data reflecting the responses of the (2 or 3) vocational education department heads in each high school, and (3) data provided by the State Vocational-Technical Education Service staff and by the Detroit Public Schools Central Administration.

The vocational teacher survey instrument for 1980-81 was similar in most respects to the one rendered in 1978-79, which facilitates the comparison of teacher responses for both years. Tables E24 through E-27 summarize these ratings and indicate the level of vocational and prevocational opportunities available in each high school.[1]

I. Availability of Prevocational Opportunities

A. For all curricular areas combined, vocational teacher ratings of the availability of prevocational program opportunities decreased in 18 out of 22 high schools, remained the same in two, and increased in three. (see Table E-24)

B. Business Education ratings, contrary to the other curricular areas, indicated that prevocational opportunities remained essentially the same. Trades and Industry (T & I) showed a rating decline in 15 of the 22 high schools, while four schools showed no change, and three had low response rates. (see Table E-25) Ratings in Home Economics indicate a decline in 13 out of 21 high schools.

II. Availability of Vocational Opportunities

A. Overall, in all curricular areas, teachers rated vocational program opportunities as having decreased more severely than in the prevocational programs, i.e., a decline occurred in all but four high schools, and the ratings of two of these four remained the same. (see Table E-24)

B. Fourteen (14) out of 19 high schools in T & I, 12 of 16 schools in Home Economics, and 20 of 22 in Business and Distributive Education showed a decline in teacher ratings. (see Tables E-25, E-26, and E-27)

III. Availability of Cooperative Education Opportunities[2]

A. Overall, Coop opportunity ratings declined more severely than prevocational program ratings. This indicates the critical status of theis entree into job opportunities.

B. The decline in ratings of Coop opportunities was greatest in Trade and Industry programs.

---

[1] See section E below. Schools with less than a 40% response rate are not displayed. The statements, however, of teachers in schools with low response rates and other information also indicated a decline in student opportunities in these schools.

[2] The court-approved plan for vocational education required the placement of one to two cooperative education coordinators in each of the high schools. All but four high schools have (1981-82) coordinators for Business/Office and Distributive Education. The Trades and Industry programs are more seriously deficient. Critical unemployment in the Detroit area and other barriers also effect opportunities.

IV. Adequacy of Major Equipment, Facility(s) and Supplies

Vocational Education teachers rated equipment, facilities and supplies in both 1978-79 and 1980-81. A five-point scale (with 1.0 representing the highest or most satisfactory rating of adequacy and 5.0 the most unsatisfactory) was used. The comparative Vocational teacher ratings for both years are summarized below:

A. Indices for Adequacy of Equipment

	1.0 - 2.0		3.0		4.0 - 5.0	
YEAR	(#)	%	(#)	%	(#)	%
1978-79	(139)	34%	(202)	49%	(53)	13%
1980-81	(99)	26	(169)	45	(92)	24%

B. Indices for Adequacy of Facilities

	1.0 - 2.0		3.0		4.0 - 5.0	
YEAR	(#)	%	(#)	%	(#)	%
1978-79	(206)	51%	(133)	33%	(53)	13%
1980-81	(103)	27	(197)	52	(61)	16

C. Indices for Adequacy of Supplies

	1.0 - 2.0		3.0		4.0 - 5.0	
YEAR	(#)	%	(#)	%	(#)	%
1978-79	(206)	50%	(142)	36%	(48)	12%
1980-81	(104)	27%	(165)	44	(96)	25

An analysis of the above data shows:

(1) The proportion of vocational teachers indicating low ratings (4.0 to 5.0) for equipment and supplies almost doubled. The proportion rating equipment as unsatisfactory changed from 13% in 1978-79 to 24% in 1980-81. Similarly, the proportion rating supplies as unsatisfactory changed from 12% to 25%.

(2) In each case the proportion of vocational teachers giving high ratings (1.0 - 2.0) in each area declined sharply. Satisfactory ratings for equipment dropped from 34% in 1978-79 to 26% in 1980-81. The proportion rating facilities as satisfactory (high ratings) dropped from 51% to 27%; and the proportion rating supplies as satisfactory (high ratings) dropped from 50% in 1978-79 to 27% in 1980-81.

V. The assessment data show that vocational teacher participation in in-service training regarding "changing on-the-job skill requirements" dropped from 41% in 1978-79 to 30% in 1980-81. A decline of 11% is significant in that it occurs at a time when technology and skills within trades are undergoing change more rapidly than ever before. Contacts with Detroit Public Schools administrators indicates that, due to budget short falls, a freeze was placed on the use of funds for in-service (staff development) in numerous areas. Therefore, any in-service offered in this area was provided by in-house vocational department staff. This may account for the reduction in participation during a time when increased participation would be expected.

The most severe decline in participation occurred in the area of "competency-based education strategies" -- 73% participated in 1978-79, and 39% in 1980-81. This decline can best be explained by stating that 1978-79 was the first year of a "big" push to get teachers endorsed in competency-based strategies. The state VTES staff had announced that, after receiving this training, an endorsement would be added to individual teacher's certificate indicating his qualification in this area. The following year, even though some competency-based strategy training was offered, the state began to push "performance-based training." In all probability this accounts for most of the decline in this area.

As might be expected, interest and participation in in-service related to orientation to the area centers increased slightly. As more centers open and vocational teachers get more questions from students and staff, it appears that participation in this area will be constant. In 1981-82 (and also projected for 1982-83), there has been a definite increase in in-service activities. The freeze on the use of such budgeted funds has been relaxed. Because of the new facilities and equipment in the area centers (particularly at the Randolph), such orientation sessions will be critical. Some teachers are already taking advantage of opportunities to participate in in-service training related to word-processing, data processing, and other new programs.

The assessment data for 1980-81 provides convincing evidence for the following conclusions:

1. Student opportunities for participation in prevocational programs, a problem of critical proportions in 1978-79 has become even more critical in 1980-81. Using a five-point scale of 1 to 5, where "1" represents exceptionally strong and "5" unsatisfactory, the mean index of prevocational opportunities changed negatively from 2.5 in 1978-79 to 2.9 in 1980-81, a decline of .4 of a point.)

2. Student opportunities for participation in vocational programs show an even greater decline. (The mean rating index in 1978-79 was 2.3. By the end of 1980-81, this had changed to 2.8, a decline of .5 in the rating index.)

3. Reflective of the extremely serious unemployment problem in Detroit, the mean index for the availability of Co-op opportunities fell .7 of a point between 1978-79 and 1980-81.

4. Teacher and department head ratings in 1978 emphasized the critical problem of inadequate equipment, inadequate supplies, and to a lesser extent inadequate facilities. 1980-81 teacher surveys showed that these problems had not improved. Teachers and department heads indicated that, in many cases, they were using equipment that has been in use for over 30 years. Not only is this equipment outdated but it is in a very poor state of repair. In Home Economics and in Trade and Industry programs, high school teachers continued to point out that supplies are ordered and not received for long periods of time, sometimes for the entire school year. The percentage of teachers rating the adequacy of equipment and supplies as totally unsatisfactory has almost doubled.

5. It is clear that teacher participation in in-service training has dropped sharply in two of the three areas surveyed. However, in-service for orientation to the area vocational centers has remained relatively constant. In 1980-81, approximately 30% of the teachers responding indicated that they had upgraded their skills by taking university classes. Most of the teachers (67%) reported being active in professional or trade associations in their fields, while 33% had worked or were working in outside positions related to their curricular areas.

Status as of 1984

The Detroit Board of Education and the State Board of Education have successfully implemented Judge Robert E. DeMascio's October 1975 court order which required that these Bradley v. Milliken defendants jointly construct five area vocational-technical centers in Detroit. Prior to this construction, all vocational programs in the Detroit Public Schools were offered in local high schools. Four of the five centers were completed after the commission's second Profiles report, published in April 1982. This current status report includes information and data on vocational programs in the area centers and on prevocational programs offered in the district's comprehensive high schools. Particular emphasis has been given to analysis of (a) student opportunities for participation in quality vocational education, (b) enrollment and recruiting, (c) job placement of vocational program graduates, (d) the use of general advisory and occupational committees, and (e) on-going efforts to improve and update center curricula. Finally, conclusions are offered regarding progress toward achievement of the court's goals.

Enrollment and Recruitment

The joint plan of the Detroit and State boards of education, submitted to the court on 3 October 1975 and subsequently ordered into effect by the court, set anticipated student capacity of the area centers at approximately 10,000 11th and 12th graders (see Table 7.9, p.E-7-9 below). By 1978, the projected capacity had been reduced to 6,630. After all five centers were operational in September 1982, the total student capacity was revised several times--the centers made adjustments to scheduled class size so that classes would accommodate 22 students rather than the originally projected 30 students. During the 1983-84 school year, total student capacity was listed as 5,032: Crockett, 1,050; Breithaupt, 1,178; Randolph, 1,168; Golightly, 1,436; and Davis, 200. (For the 1984-85 school year, Detroit area center capacity was reduced to 4,892.)

Approximately 45 different vocational programs are offered at these centers. For some programs additional afternoon and evening classes are offered for adults. Approximately 2,700 adults were enrolled during the 1983-84 school year.

Data submitted to the Monitoring Commission prior to July 1983 showed that a total of 3,685 students were enrolled in the Detroit area centers during the 1982-83 school year. This enrollment represented approximately 72 percent of listed capacity. (see Table 7.10, p. E-7-10 below) Data for 1983-84 showed a total enrollment of 3,772, 75 percent of the 1983-84 listed capacity and 74 percent of the 1982-83 capacity figure. During 1984-85, student enrollment was listed at 3,555, 73 percent of the 1984-85 capacity figure but only 70 percent of the 1982-83 listed capacity.

These periodic reductions in area center student capacity tend to obscure the problem of low student enrollment in the Detroit area vocational-technical centers, and it obscures the fact that certain programs have been consistently undersubscribed. (During 1983-84, at least 15 programs were undersubscribed at one or more of the centers, while only six were reported as oversubscribed.)

The Vocational Education Subcommittee believes that underlying causes for low enrollments are: (a) the prevalence of traditionally negative attitudes toward vocational education in black and other minority communities--many parents and students think that vocational education programs are for students who do not have the ability or academic preparation to succeed in college; (b) the Detroit Board's failure to provide consistent support for prevocational and articulation programs, both of which are needed to stimulate vocational enrollments through exploratory experiences; and (c) the failure to improve recruitment strategies.

Opportunities for Participation in Vocational Programs

Student opportunities for participation in quality vocational programs were reported by Detroit high school vocational teachers as declining in 1981. (see Section E-7 below) With the beginning of operation of all five area centers in September 1982, opportunities for such participation improved dramatically, both quantitatively and qualitatively. There are now very few complaints by vocational staff concerning the adequacy of facilities and equipment. There are also considerably fewer concerning the availability of supplies than there were in the comprehensive high schools.

The Vocational Education Subcommittee has focused on three possible measures of the quality of area center vocational programs: (1) employer satisfaction with Detroit's area center graduates; (2) the integration of student vocational organizations into instructional programs (an objective of the state's "Annual and Long-Range Plans for Vocational Education"); and (3) the use of pre-employment measures to determine student skills and competencies prior to employment or other advanced training.

A recent survey made by a subcommittee of the New Detroit Task Force on the Vocational-Technical Centers used an "employer satisfaction rating" of vocational-technical center graduates. Employers were asked to indicate their relative satisfaction with the job performance of area center graduates in three major skill areas--work maturity, basic skills, and job skills. The survey indicates general employer satisfaction with the graduates: "satisfaction ratings" for work maturity were 77 percent, for basic skills they were 80 percent, and for job skills they were 76 percent. Areas of most concern to employers were the inability of some graduates to make good decisions and judgements, their inability to work without constant supervision, their punctuality and dependability, and their difficulty in communicating effectively with others and working under pressure. Such employer ratings give some indication of the quality of area center programs and should be useful in continuing the improvement of these programs.

The development of the Detroit area vocational-technical centers has stimulated student participation in vocational organizations.[a] Increased participation has helped students to develop leadership qualities, pride in their skill areas, competitiveness and cooperation. Vocational-technical center students have represented the district successfully in regional, state, and national skills competitions, and they have been elected to regional and state vocational organization offices in significant numbers. Other experts in vocational education believe that, given that this is only the third year of the area center programs, the Detroit Public Schools is well-represented in the awards competitions of major student vocational organizations. (Data are for 1983-84.)

ORGANIZATION	AWARDS
Business Office Educational Clubs (BOEC)	184
Culinary Arts Show	6
Distributive Education Clubs of America (DECA)	10
Future Homemakers of America/Home Economics and Related Occupations (FHA/HERO)	4
Health Occupation Students of America (HOSA)	44
Michigan Industrial Educational Society (MIES)	13
Vocational Industrial Clubs of America (VICA)	51

The Detroit Board of Education and the New Detroit Vocational-Technical Center Task Force have reportedly made recent commitments to support student participation in these organizations by funding one-half the cost of student fees and the total cost for student representatives at state and national meetings. Some $113,000 has been allocated by the Detroit Board of Education for these purposes.

The use of "pre-employment measures" to determine student competency levels varies considerably by center and program. Some of the factors used by the district as "pre-employment measures" are: (1) on-going "task performance assessments" used in the performanced-based methods of instruction; (2) the elimination of "D" from the grading system, which purportedly requires students and staff to consider average task performance (a grade of "C") as the minimal passing grade; and (3) the use of Student Occupational Tests (SOCT) to determine competencies of seniors in several programs. Some other programs require special licensing, e.g., practical nursing, airframe/power plant mechanic, and cosmetology. The differences in the emphasis placed on pre-employment assessment of skills appears to be related to teacher familiarity with competencies in "performance-based" instruction and to the expectations and priorities of area center directors and department heads. Overall, some centers appear to be progressing more rapidly in integrating these assessment measures as part of their regular curriculum practices.

---

[a] Participation in student vocational organizations is one of the objectives outlined in the state's annual five-year plan for vocational education in Michigan. The state's plan includes the provision that student vocationl organizations "shall be an integral part of the vocational education curriculum."

Opportunities for Student Participation in Prevocational Programs

Commission monitoring shows an overall decline with respect to student opportunities for participation in quality prevocational programs. The commission's 1981 Profiles report indicated that vocational teacher's ratings of prevocational opportunities for students in trades and industry programs (T & I) and in home economics and related occupations had declined sharply. More recent monitoring has shown a continuation of that trend. Critical factors are inadequate equipment and the failure to replace worn-out, irrepairable and outdated equipment in the comprehensive high schools and inadequate supplies.

In business education programs the situation is somewhat better. For example, in 1983, the commission reported that shorthand, a prerequisite for enrollment in area center stenography programs, was not being offered in eight high schools. More recent monitoring indicates that beginning shorthand courses are now available in most Detroit public high schools. Similarly, during the 1981-82 school year, many business education teachers were teaching classes outside of their field. Information available for the 1983-84 school year indicates that all business education teachers are employed full-time in their field. Business education enrollments increased 11.5 percent from the spring of 1983 to the spring of 1984 (from 16,474 to 18,361), and 90 percent of these enrollments were in prevocational classes. As a consequence, additional staff and teachers have been placed. The area of least progress in business education has been in providing needed equipment and supplies for the prevocational programs. The present budget falls short of the level needed to replace outdated and defective machines and to purchase needed class supplies.

Job Placement

During the 1983-84 school year, the Detroit Training and Placement Center (DTPC), a new organization funded and operated independently of the district, had major responsibility for coordinating and providing placement services to area vocational-technical center graduates. Placement specialists assigned to each area center were also involved with the DTPC in this effort. Unfortunately, this arrangement proved to be less than satisfactory and led to problems: lines of authority were obscured; there was duplication of efforts by area center personnel and DTPC staff; and the resulting confusion lowered morale and reduced actual services to students.

A report from the New Detroit Vocational-Technical Centers Task Force, as well as current commission monitoring, indicates these concerns:

(1) An insufficient information base has been established on current and prospective employers and to evaluate the on-the-job performance of area center graduates.

(2) There is a need to establish the regular use of placement services with employers who have previously hired area center graduates.

(3) The Detroit Public Schools does not currently use any process for the systematic assessment of the job performance of its vocational program graduates, and it does not have a mechanism for prompt feedback to the centers from employers.

(4) A substantial proportion of area center graduates were not placed (32 percent) or were placed in unrelated job areas.

The district is currently attempting to reorganize placement services. The DTPC will be made a part of the district's Detroit Pre-Employment Training Program and will have primary responsibility for job development activities. All other placement services will be provided by the placement specialists assigned to each of the centers. Coordination of these two staffs will be the responsibility of the central Guidance Department's support staff supervisor who will work with the director of the Detroit Pre-Employment Training Program.

Placement data submitted by the Detroit Public Schools for June 1983 through March 1984 is summarized in Table 7.11 (see Section E, p. E-7-11 below). These data show:[b]

- Of the 1,537 graduates available for placement, 1,049, or approximately 68 percent, were placed in either "related" or "non-related" jobs. Fifty-two percent were placed in "related" areas and 17 percent in "non-related" areas.
- Of the 1,049 "placements," approximately 76 percent were in "related" areas and 24 percent in "non-related" areas.
- A higher proportion (93 percent) of Crockett "placements" are in "related" fields, but only 56 percent of its "available" graduates were placed. (Although evidence is not available, it may be that more of these students go on to college or pursue other training.)

---

[b] Readers are cautioned to review the footnotes to Table 7.11 at page E-7-11. "Available graduates," "placements," and "related" and "non-related" terms are not sufficiently defined to fully interpret these data.

The placement of Detroit's vocational-technical center graduates in jobs related to their skills training is important. If students are not reasonably assured that they will have the opportunity to pursue employment in areas related to such training, it is likely that enrollments in area center programs will continue to be problematic.

General Advisory and Occupational Committees

Current commission monitoring indicates that each area vocational-technical center has increased the involvement of its general advisory and/or occupational committees. The mix of general advisory and occupational committee meetings varies by center (see Table 7.8, p. E-7-8 below). Based on the frequency of involvement in meetings, some centers appear to have made more effective use of skilled personnel and employers as members of their various committees, while other area center committees have met less frequently and had less regular participation from business and industry.

Efforts to Improve and Update Curricula

The following summary indicates efforts of the various area centers to improve their respective programs.

Crockett. The following programs are in still in the planning stage, although they have been approved by the center's general advisory committee. Final approval by the Detroit Board and the state are required.

- Home Health Care Assistant (1985-86)
- Pharmacy Technician (1985-86)
- Optical Services Technician (1986-87)
- Cosmetology (1985-86)
- Business Machine Maintenance (currently being revised to include additional applications in electronic equipment and machines)

Breithaupt.

- one welding lab was changed to an auto body welding lab
- Protective Services (curriculum was revised to cover the total protective service area, modifying the prior emphasis on police work)
- Electronics (changed to permit the skills grouping of students, eliminating the need to teach several skill levels within the same classroom)

Randolph. With the assistance of the Vocational-Technical Centers Task Force, a house is being constructed by construction trades students on the Randolph center grounds. The exterior has been completed and additional work in air conditioning, heating, refrigeration, carpentry, electrical, masonry, painting, decorating, and plumbing will be done by Randolph students. This house will continue to provide hands-on experiences for students in the future.

Golightly.

- Mass Media Communications (1982-83)

Summary and Conclusions

The commission's most recent monitoring indicates the following concerns and conclusions:

(1) Student opportunities for participation in vocational programs at the 11th and 12th grade levels have increased in quality and quantity as a result of the construction and development of the five court-ordered area vocational-technical centers.

(2) The quality of vocational programs has been strengthened by the excellent facilities and equipment of the area vocational-technical centers, and by some improvement in the acquisition of supplies. Action should be taken to correct identified facility problems and to develop procedures to ensure the availability of classroom supplies.

(3) As of 1984, the Detroit Public Schools did not provide sufficient opportunities for students to participate in quality prevocational programs, that is, programs at the 9th and 10th grade level. To halt the deterioration of those programs and improve their quality, the Board and administration must place a higher priority on providing the necessary funding for these programs.

(4) Students must also be provided with the opportunity to acquire the academic prerequisites required by the area center programs. This is essential if students are to participate at the skills level necessary for advanced occupational training.

(5) The most current budgets for vocational education do not adequately provide for the replacement of old and inadequate equipment, or the purchase of needed class supplies, and there appears to be little provision for implementation of the "articulation program." Without budgetary support, prevocational programs will continue to deteriorate.

(6) The implementation of the district's "articulation program"--linking middle school and high school prevocational programs--was delayed for at least one school year in 1982 because of lack of sufficient funding and the initial low priority given to the program. There is no indication as to when the "articulation program" will be fully implemented, but it is understood that the process will be lengthy once it is begun.

(7) The Board's reported data on vocational-technical center enrollments is somewhat misleading. Constant reductions have been made in total capacity making it difficult to trace increases or decreases in enrollment as a percent of capacity. Reported 1st Friday enrollments have also been consistently higher than end of first semester enrollments, and they have been considerably higher than June enrollments.

(8) Several centers made better use of their advisory and occupational committees during the 1983-84 school year than they had previously. Considerable differences remain between the centers in the involvement of industry, business, labor, and community representatives on these committees. More emphasis should be placed on increasing the involvement of these groups.

(9) The Detroit Board took a first step toward providing strong, capable leadership to vocational education by naming a director for this area. This action had been long-recommended by the commission. This director has responsibility over industrial arts, health occupations, and home economics and related programs in the high schools, but no direct responsibility for the vocational-technical centers and their similar programs. The district's organization chart, moreover, separates "vocational" and "business education" areas under different directors. The administration of the centers falls under a "coordinator" who reports through an assistant superintendent to the Area G (high school division) superintendent. Consequently, the director of vocational education, under current arrangements, has no line authority for the administration of the area centers and is unable to coordinate activities nor make the timely decisions that are required for their continued improvement. Further clarification by the Board of organizational accountability, responsibility, and authority for vocational education is still needed.

(10) The proposed reorganization of placement services is necessary and should provide better coordination between the Detroit Training and Placement Center and the placement activities of the individual centers. The district must also improve other aspects of its placement services, e.g., graduate follow-up and improved communication with employers, so that students can be assured that they will have the opportunity for appropriate employment upon satisfactory completion of quality vocational training.

SECTION C: PROFILES OF INDIVIDUAL HIGH SCHOOLS

Each Detroit public high school has a "Profile" in this section of Profiles of Detroit's Public High Schools: 1975-1984 (October 1984) that consists of six pages of information.*

The first two pages for each school, "Individual School Characteristics," reports selected information obtained from Detroit Public Schools administrative offices. These pages provide background for comparison of schools in terms of size, attendance and discipline, achievement scores, and student attrition. (Pages C-2-1 to C-2-5 describe the data sources and types of information displayed in this section.)

The third and fourth pages for each school, "Criteria-Based Assessment Indices," display the summary assessment data derived from several thousand items of information about each school. These pages numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students in 1981 (see Section A, pp. 4-8).

A score (Index I) is given, by component, reflecting the school's demonstrated ability to respond to the commission's inquiry about the component. A summary score (Index I Assessment) reflects the school's overall ability to respond. Another score (Index II) reflects the adequacy of each school's responses to inquiries about each component; while a summary score (Index II Assessment) relflects the adequacy of the school's total response. A final score (Index III) for each component reflects each school's success in delivering each component to students. An overall score reflecting the school's ability to deliver the benefits of the court's orders is given (Index III Assessment). This final index is a measure of the school's compliance with the court's orders.

The fifth and sixth pages, "Teacher and Counselor Ratings of Individual Schools," report the estimates of the high schools' English and social studies teachers and counselors, as they view the schools' successes in the several components. In 1978 they were asked also to view their schools in retrospect--three years earlier when the programs began--to note improvements. Where teachers indicated that they could not judge this, no response was measured.

---

*Other "section" reports include:

- Section A: Introduction; Background: Process, Method and Impact
- Section B: Summary Findings
- Section C: Profiles of Individual Detroit Public High Schools
- Section D: Assessment Schematic; Minimal Criteria; Indicators of Criteria Satisfaction
- Section E: Explanatory Tables
- Section F: Scoring Matrices for Individual High Schools

The present volume updates earlier Profiles reports and is the third in the series of longitudinal reports assessing the Detroit public high schools.

INDIVIDUAL SCHOOL PROFILES

DETROIT PUBLIC HIGH SCHOOLS 1975-1984

		PAGE
REGION 1 *	MURRAY-WRIGHT	C-3
	NORTHEASTERN **	C-11
	NORTHERN	C-19
REGION 2	CHADSEY	C-27
	NORTHWESTERN	C-35
	SOUTHWESTERN	C-43
	WESTERN	C-51
REGION 3	CODY	C-59
	MACKENZIE	C-67
REGION 4	COOLEY	C-75
	HENRY FORD	C-83
	REDFORD	C-91
REGION 5	CENTRAL	C-99
	MUMFORD	C-107
REGION 6	OSBORN	C-115
	PERSHING	C-123
REGION 7	DENBY	C-131
	FINNEY	C-139
REGION 8	KETTERING	C-147
	MARTIN LUTHER KING	C-155
	SOUTHEASTERN	C-163
CITY-WIDE SCHOOLS	CASS TECHNICAL	C-171
	RENAISSANCE	C-179
	AERO MECHANICS	C-187

* The regional system was abolished in 1981. High schools were centralized under one division in 1982.

** Northeastern High School closed at the conclusion of the 1981-82 school year.

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

INDIVIDUAL SCHOOL PROFILE

OF

School Characteristics*

① MEMBERSHIP (% BLACK)

② AVERAGE RECORD PERIOD ATTENDANCE

1975-76	
1978-79	
1980-81	
1983-84	n/a

③ AVERAGE CLASSROOM ATTENDANCE

1975-76	n/a
1978-79	
1980-81	
1983-84	

④ DISCIPLINARY ACTIVITY *

	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79				
1980-81				
1983-84				

* per 100 students in membership

---

* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

BEST COPY AVAILABLE

① For each Detroit public high school, this series of bars displays the school's official "4th Friday Student Membership," and the percentage of black students in membership, for the 1975-76, 1978-79, 1980-81, and 1983-84 school years. They are derived from the district's "Racial-Ethnic Distributions of Students." (Bar 1 (1975-76) is treated as the base year. Subsequent years reflect proportional increases or declines in both membership and percentage black.)

② "Average Record Period Attendance" displays the mean percentage of students attending record period for each Detroit public high school. Record period in Detroit high schools is normally 15 minutes long (at the beginning of the 2nd hour or beginning of 3rd hour) and records the school's "official" attendance. (Reported for a week in the Spring of each school year.) (Bar 1 (1975-76) is treated as the base year. Subsequent years reflect proportional increases or decreases in school attendance.)

Beginning with the 1982-83 school year, and in 1983-84, the district modified its method of reporting average attendance. Consequently, comparable data are not available and the 1983-84 bar has been left blank.

③ For each Detroit public high school, this series of bars--"Average Classroom Attendance"--displays the school's mean classroom attendance for the 1978-79, 1980-81 and 1983-84 school years. (Data were not available for the 1975-76 school year.) Classroom attendance, as used in this report, reflects the percentage of students in membership actually attending classes. (Reported for a week in the Spring of each school year.) (Bar 2 (1978-79) is treated as the base year. Subsequent bars reflect proportional increases or decreases in classroom attendance.)

The difference between record period attendance and classroom attendance estimates "in-school truancy," that is, the percentage of students attending record period but who are truant from other classes.

④ For each Detroit public high school during 1978-79, 1980-81, and 1983-84, the data displayed here reflect both the rates of exclusions and suspensions and the school's rank for each of the years. Rates are calculated per 100 students in membership. (Total exclusions are divided by a school's building membership and the result is multiplied by 100.) A rank of 1 indicates that the school had the highest rate of exclusion or suspension when compared to the other Detroit public high schools. Higher numbered ranks indicate that the school had lower rates of exclusion or suspension when compared to the other Detroit public high schools. (See Section E below for further information regarding sources and methodology and for tables displaying complete disciplinary data.)

BEST COPY AVAILABLE

⑤ This graph displays student attrition from regular day school programs in each of the Detroit public high schools, as illustrated by the progress to graduation of the 1977 and and 1980 9th grade cohorts. (June 1981 graduates are displayed by the solid line, and June 1984 graduates by the dashed line.) Membership by grade is as reported for each school's official 4th Friday enrollment (corrected). (see Section E below)

⑥ For each Detroit public high school, this chart displays the percents of high school graduates passing the Detroit High School Proficiency Examination during the 1980-81 and 1983-84 school years. Detroit high school students are required to take the Proficiency Examination before graduation. Students who pass all three areas of the examination receive a special endorsement on their diplomas. (Except for 1981 graduates, the district has not reported the detailed information indicating percents of graduates who passed none, one and two areas of the examination. Consequently, only the percent passing the examination can be displayed for 1983-84.)

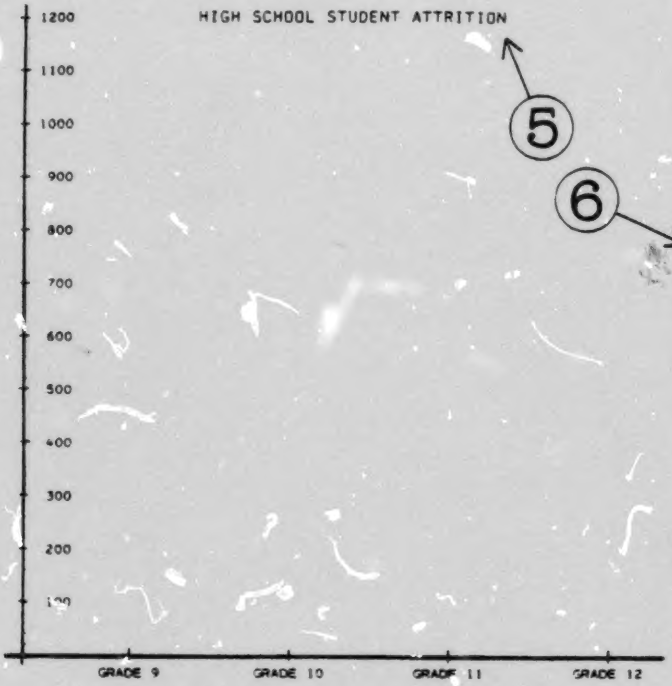
⑦ For each Detroit public high school, under this heading--"11th Grade Reading Achievement 1975 to 1983"--are displayed the percents of scores in three achievement categories--"Below Average," "Average," and "Above Average." By convention, distributions of pupils' scores in the national norms groups are 23% below average, 54% average, and 23% above average. In 1975-76, the Detroit Public Schools administered the Tests of Academic Progress (TAP) in grade 11; by 1978-79 the district, per its court-ordered testing plan, had switched to the California Achievement Tests (CAT). As a consequence, longitudinal comparisons cannot be made from these data alone. Also, beginning in 1982-83, the district stopped reporting the percents of scores in the three achievement categories. Therefore, data cannot be displayed for the final year and it is not possible to assess progress or the relative standings of individual high schools.

⑧ For each Detroit public high school, this bar displays the percents of grade 10 students in each of four categories of achievement on the Michigan Educational Assessment Program (MEAP) reading tests in 1980-81 and 1983-84. The MEAP is a state-wide, objective-referenced test required by the State of Michigan, and administered in the 4th, 7th, and 10th grades. The percents for each school represent the percentage of grade 10 students scoring within each category of achievement. (Readers are cautioned to consult Section E below for further information regarding the percents of grade 10 students actually tested in individual high schools. (The percent of students tested ranged from 59 percent in King High School to 105 percent in Mackenzie High School.) If testing information is missing, adequate conclusions regarding a school's status will be impossible to make.)

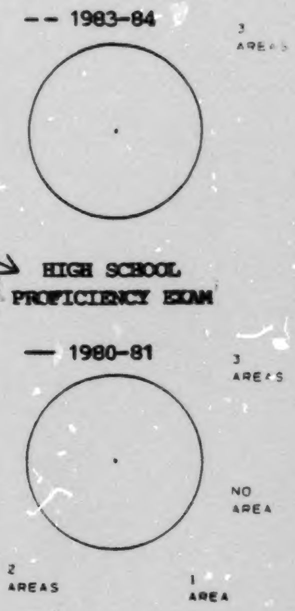
Category 4 (highest) represents attainment of approximately 75% or more of the MEAP objectives; Category 3 represents attainment of approximately 50-75% of the objectives; Category 2 represents attainment of approximately 25-50% of the objectives; and Category 1 (lowest) represents attainment of approximately 25% or less of the MEAP objectives.

The Michigan Department of Education considers a school "acceptable" or a "low needs school" when 75% of the students attain 75% of the objectives. Students receive an "acceptable" score if they achieve at least 75% of the test's objectives.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

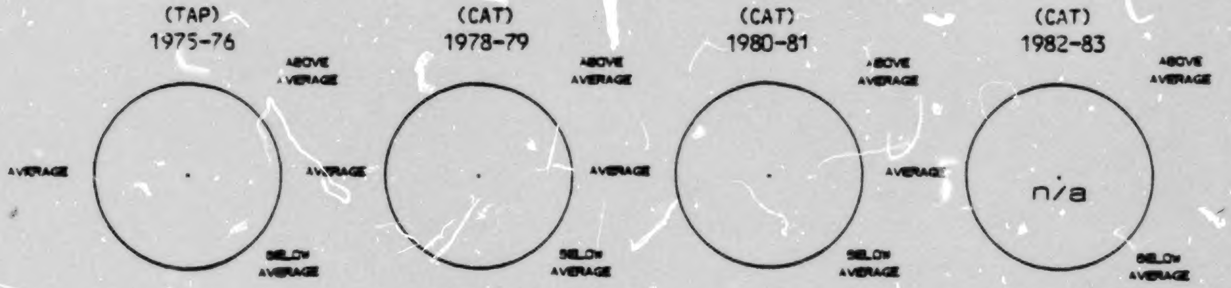


⑥



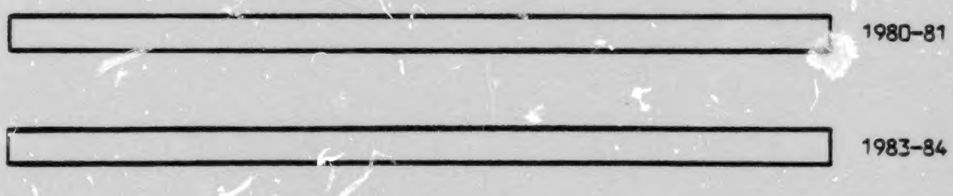
⑦

11TH GRADE READING ACHIEVEMENT 1975 TO 1983



⑧

GRADE 10 MEAP—READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ● 0-24% (1) ◒ 25-49% (2) ◓ 50-74% (3) ● 75-100% (4)

U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

BEST COPY AVAILABLE

MURRAY-WRIGHT HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

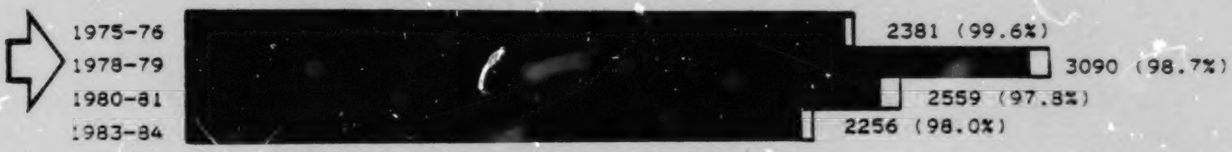
INDIVIDUAL SCHOOL PROFILE

OF

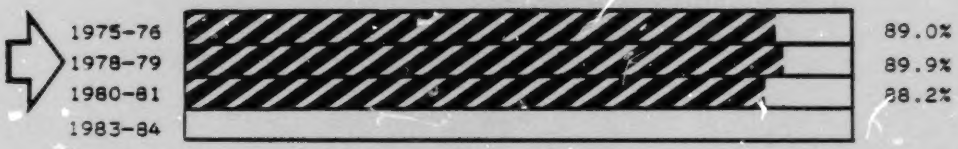
MURRAY-WRIGHT HIGH SCHOOL

School Characteristics*

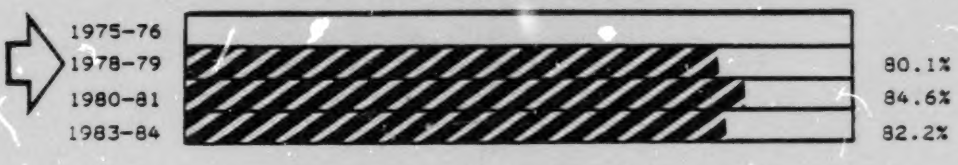
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	.0	(23)	1.4	(18)
1980-81	50.8	(10)	5.3	(11)
1983-84	52.5	(12)	5.5	(12)

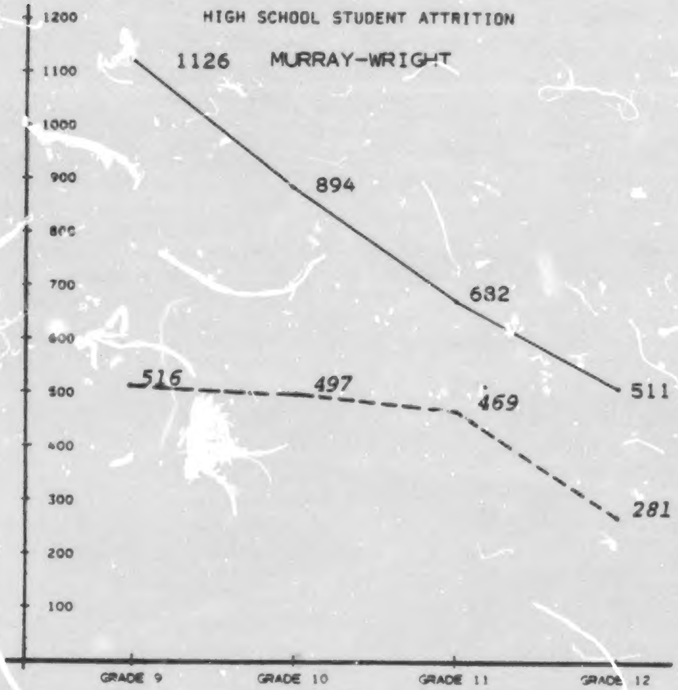
* per 100 students in membership

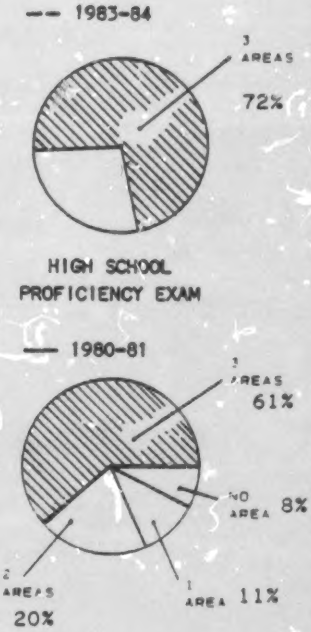
---

* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

BEST COPY AVAILABLE

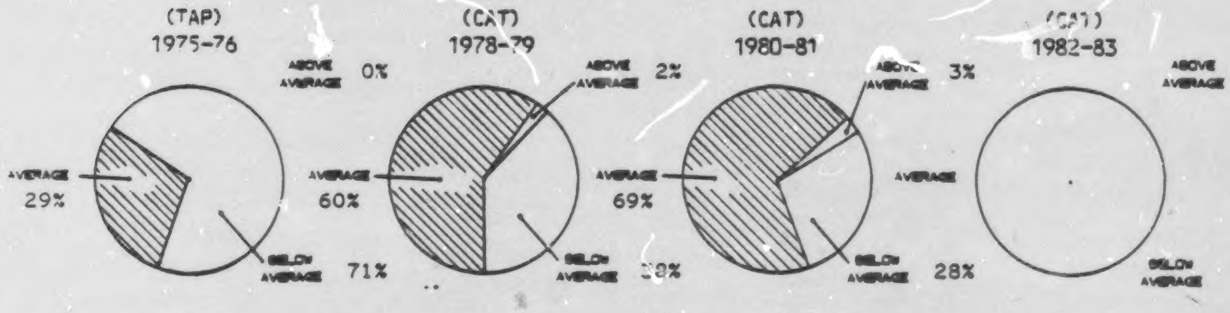
Assessment of Individual School's Delivery of Court-Ordered Programs—Part III



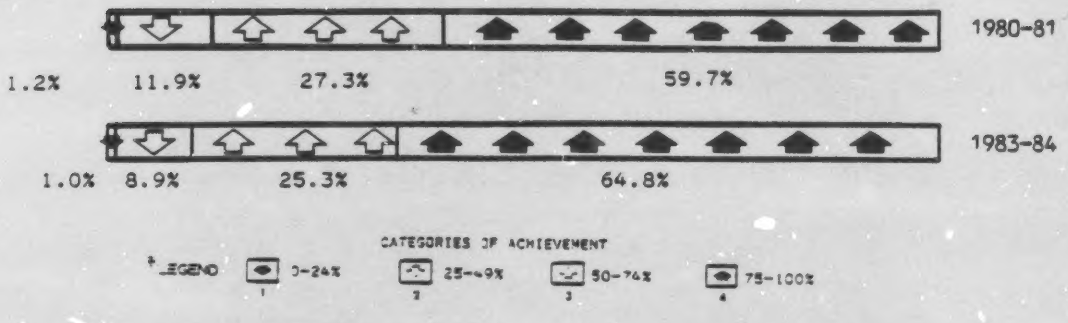


HIGH SCHOOL PROFICIENCY EXAM

11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

MURRAY-WRIGHT HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
[illegible]	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 14 (0) = 1 (-) =	.93	(+) = 12 (0) = 1 (-) = 2	.67	(+) = 3 (0) = (-) = 3	0.0
INSERVICE TRAINING	(+) = 10 (0) = 1 (-) = 1	.75	(+) = 10 (0) = 1 (-) = 1	.75	(+) = 1 (0) = (-) = 3	- .50
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 6 (0) = 1 (-) =	.85	(+) = 5 (0) = (-) = 1	.67
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = 4 (-) = 5	- .55	(+) = 2 (0) = 2 (-) = 5	- .33	(+) = 6 (0) = (-) = 4	.20
STUDENT CODE OF CONDUCT	(+) = (0) = 17 (-) =	0.0	(+) = (0) = 16 (-) = 1	.05	(+) = 5 (0) = 2 (-) = 3	.20
READING AND COMMUNICATION SKILLS	(+) = (0) = 3 (-) =	0.0	(+) = (0) = 2 (-) = 1	.33	(+) = 3 (0) = (-) = 2	.10
TESTING	(+) = (0) = 5 (-) =	0.0	(+) = (0) = 5 (-) =	0.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.33
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.26
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

		-1.0	0	+1.0		
LEVEL I	⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦	LEVEL I
LEVEL II	⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦	LEVEL II
LEVEL III	⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦	LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

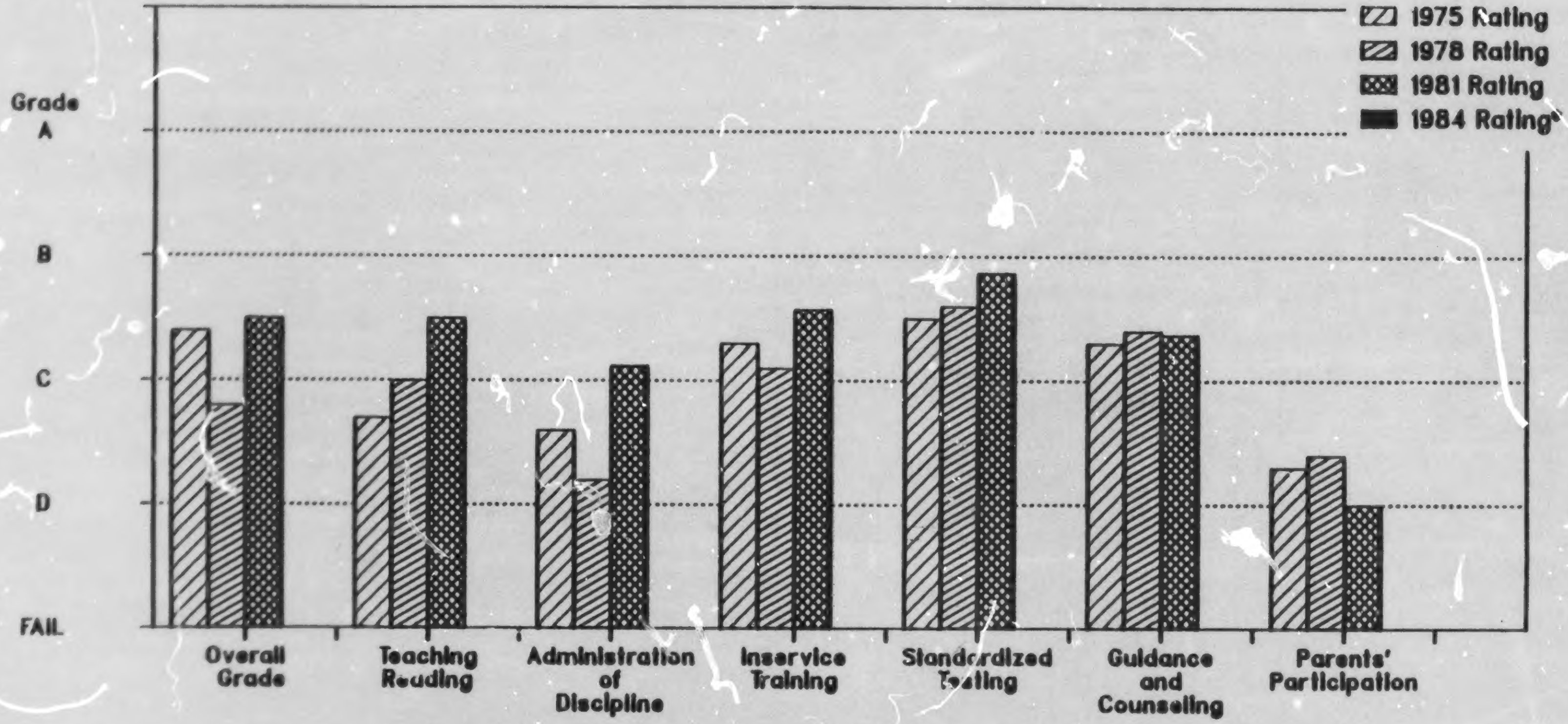
MURRAY-WRIGHT HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 14 (0) = 2 (-) =	.88	(+) = 3 (0) = 4 (-) = 3	0.0	(+) = 1 (0) = 12 (-) = 5	-.22
COUNSELING AND CAREER GUIDANCE	(+) = 35 (0) = (-) =	1.0	(+) = 27 (0) = 3 (-) = 1	.84	(+) = 27 (0) = 12 (-) = 14	.25
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 13 (0) = 2 (-) = 3	.56	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 22 (0) = (-) = 1	.91	(+) = 23 (0) = 6 (-) = 7	.44
SCHOOL-COMMUNITY RELATIONS	(+) = 48 (0) = (-) =	1.0	(+) = 42 (0) = (-) = 5	.79	(+) = 19 (0) = 1 (-) = 4	.63
STUDENT CODE OF CONDUCT	(+) = 24 (0) = 3 (-) =	.89	(+) = 20 (0) = 1 (-) =	.95	(+) = 10 (0) = 4 (-) = 1	.60
READING AND COMMUNICATION SKILLS	(+) = 21 (0) = 4 (-) = 1	.77	(+) = 13 (0) = 2 (-) =	.87	(+) = 7 (0) = 3 (-) = 5	.13
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 9 (0) = (-) = 3	.50	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.95
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.75
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.32

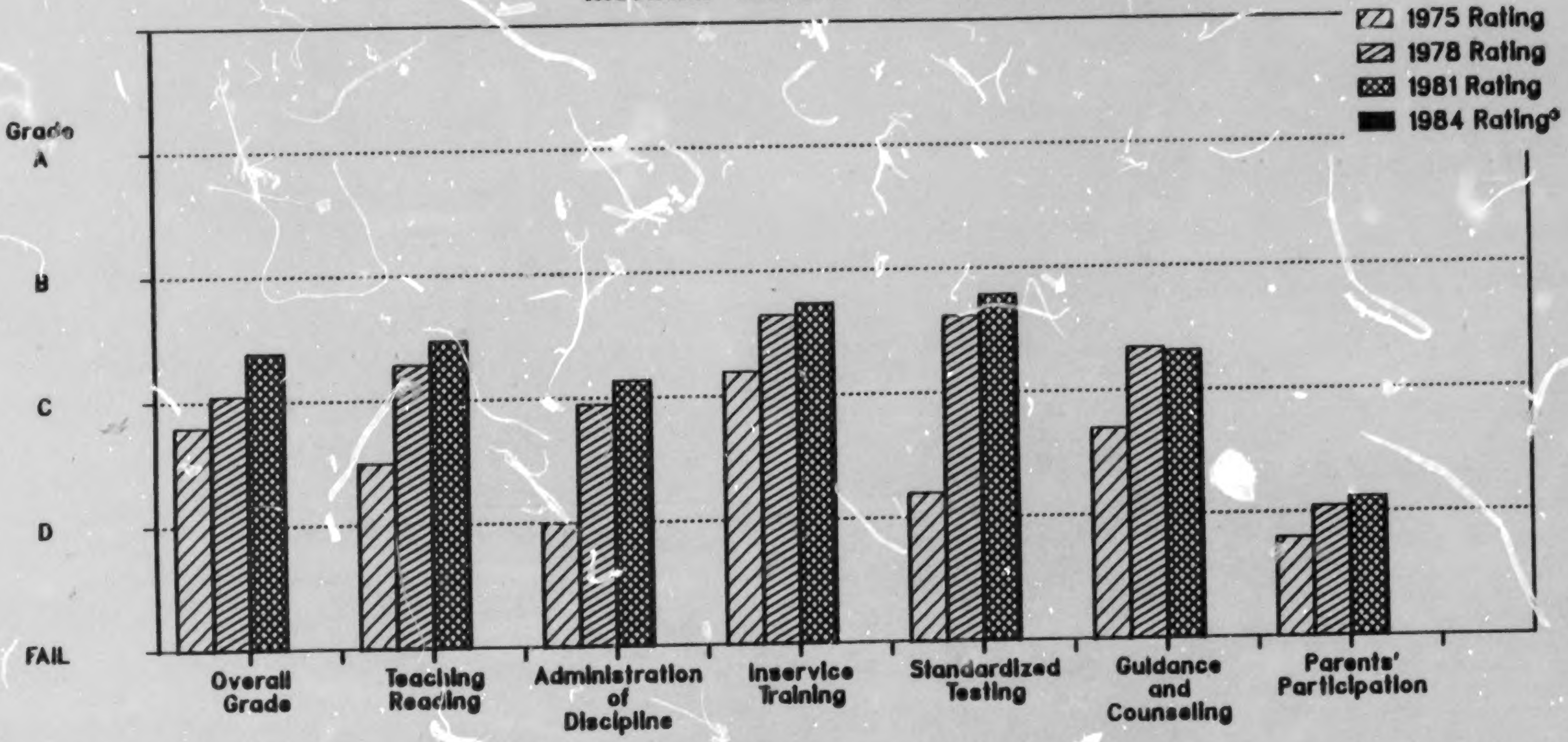
	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
MURRAY-WRIGHT HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Insufficient data.



TEACHER RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
MURRAY-WRIGHT HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Insufficient data.

NORTHEASTERN HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

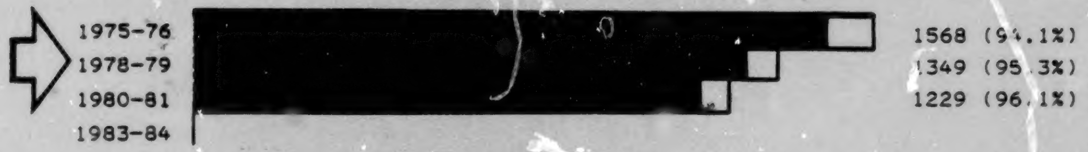
INDIVIDUAL SCHOOL PROFILE

OF

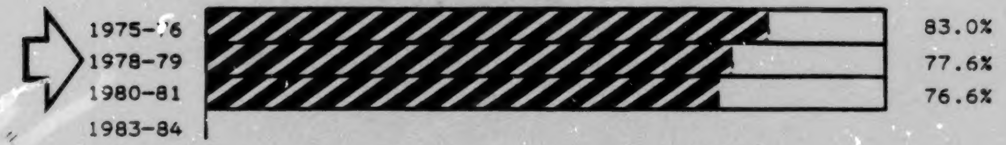
NORTHEASTERN HIGH SCHOOL

School Characteristics*

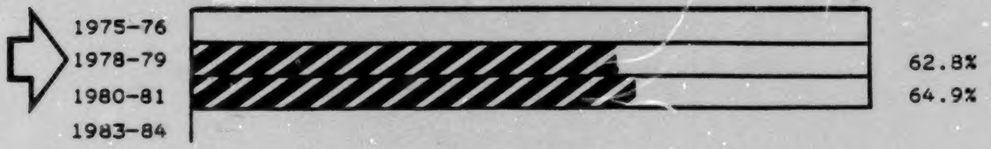
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

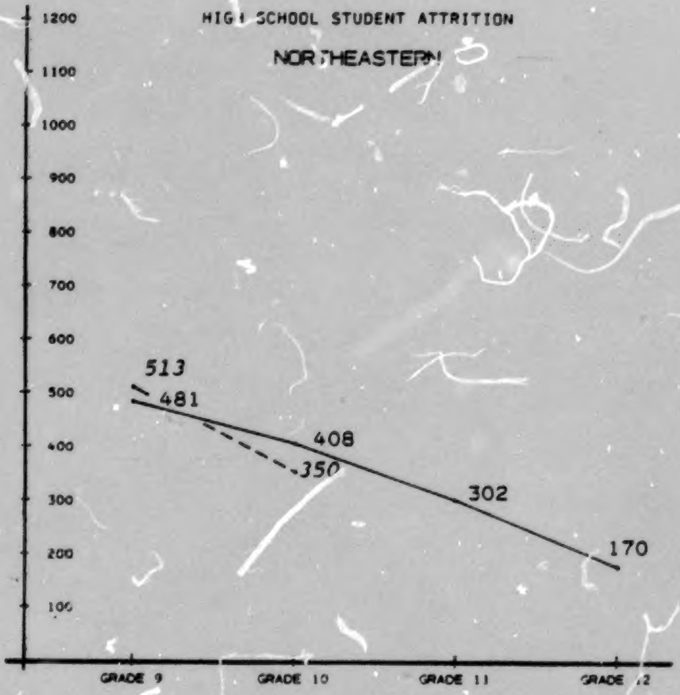
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	17.1	(12)	2.5	(12)
1980-81	35.7	(17)	5.2	(12)
1983-84	—	(—)	—	(—)

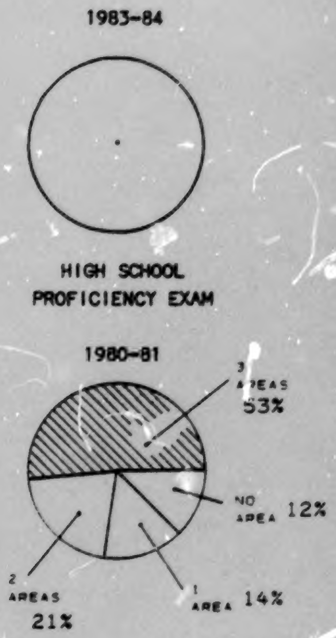
* per 100 students in membership

* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

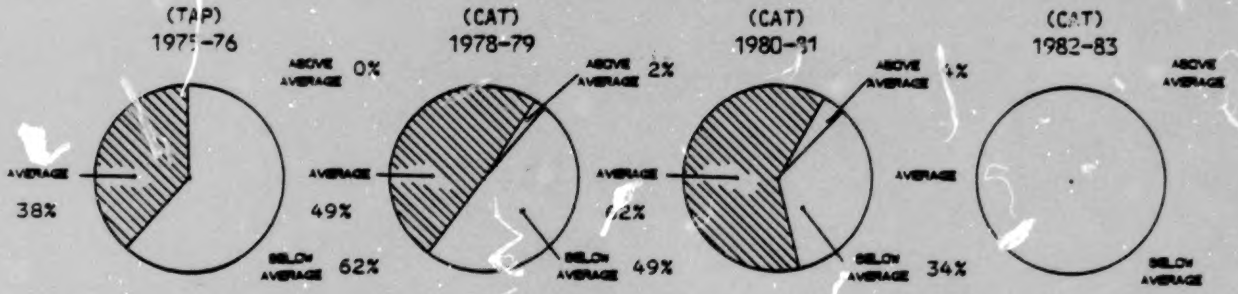
BEST COPY AVAILABLE

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

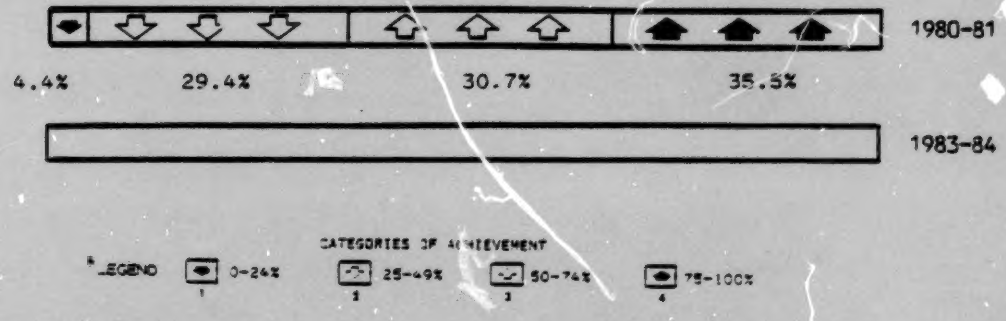




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

NORTHEASTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 12 (0) = 1 (-) = 1	1.0	(+) = 8 (0) = 5 (-) = 1	.50	(+) = 3 (0) = (-) = 3	0.0
INSERVICE TRAINING	(+) = 12 (0) = (-) =	1.0	(+) = 11 (0) = (-) = 1	.83	(+) = 1 (0) = (-) = 3	- .50
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 6 (0) = 1 (-) =	.86	(+) = 3 (0) = (-) = 3	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 3 (-) =	.67	(+) = 6 (0) = 2 (-) = 1	.56	(+) = 6 (0) = (-) = 4	.20
STUDENT CODE OF CONDUCT	(+) = 15 (0) = (-) = 1	.88	(+) = 14 (0) = 1 (-) = 1	.81	(+) = 3 (0) = 2 (-) = 5	- .20
READING AND COMMUNICATION SKILLS	(+) = 2 (0) = 1 (-) =	.67	(+) = 2 (0) = 1 (-) =	.67	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.81
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.65
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

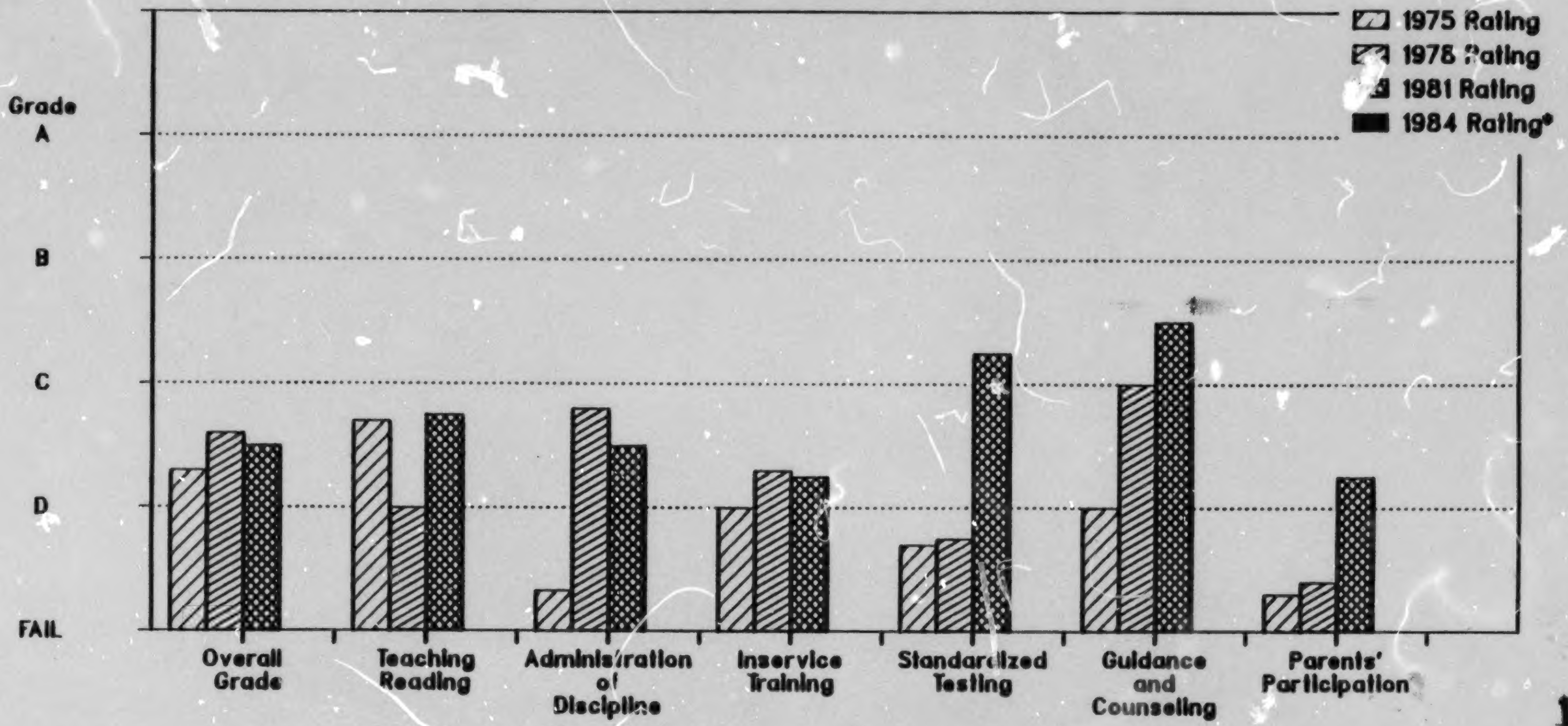
NORTHEASTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 14 (0) = 1 (-) =	.93	(+) = 3 (0) = 4 (-) = 6	-.09	(+) = 2 (0) = 11 (-) = 4	-.12
COUNSELING AND CAREER GUIDANCE	(+) = 28 (0) = 7 (-) =	.80	(+) = 23 (0) = 6 (-) = 2	.68	(+) = 36 (0) = 11 (-) = 6	.57
INSERVICE TRAINING	(+) = 25 (0) = 1 (-) =	.96	(+) = 12 (0) = 1 (-) = 2	.67	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 21 (0) = 2 (-) =	.91	(+) = 16 (0) = 10 (-) = 10	.17
SCHOOL-COMMUNITY RELATIONS	(+) = 42 (0) = (-) = 4	.83	(+) = 37 (0) = 2 (-) = 6	.69	(+) = 13 (0) = 7 (-) = 4	.38
STUDENT CODE OF CONDUCT	(+) = 21 (0) = 5 (-) =	.81	(+) = 18 (0) = 2 (-) = 1	.81	(+) = 6 (0) = 1 (-) = 9	-.20
READING AND COMMUNICATION SKILLS	(+) = 19 (0) = 11 (-) =	.63	(+) = 6 (0) = 6 (-) = 3	.20	(+) = 6 (0) = 2 (-) = 7	-.07
TESTING	(+) = 14 (0) = 2 (-) =	.88	(+) = 11 (0) = 2 (-) =	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.84
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.65
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.24

		-1.0	0	+1.0		
LEVEL I	⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦	LEVEL I
LEVEL II	⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦	LEVEL II
LEVEL III	⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦	LEVEL III

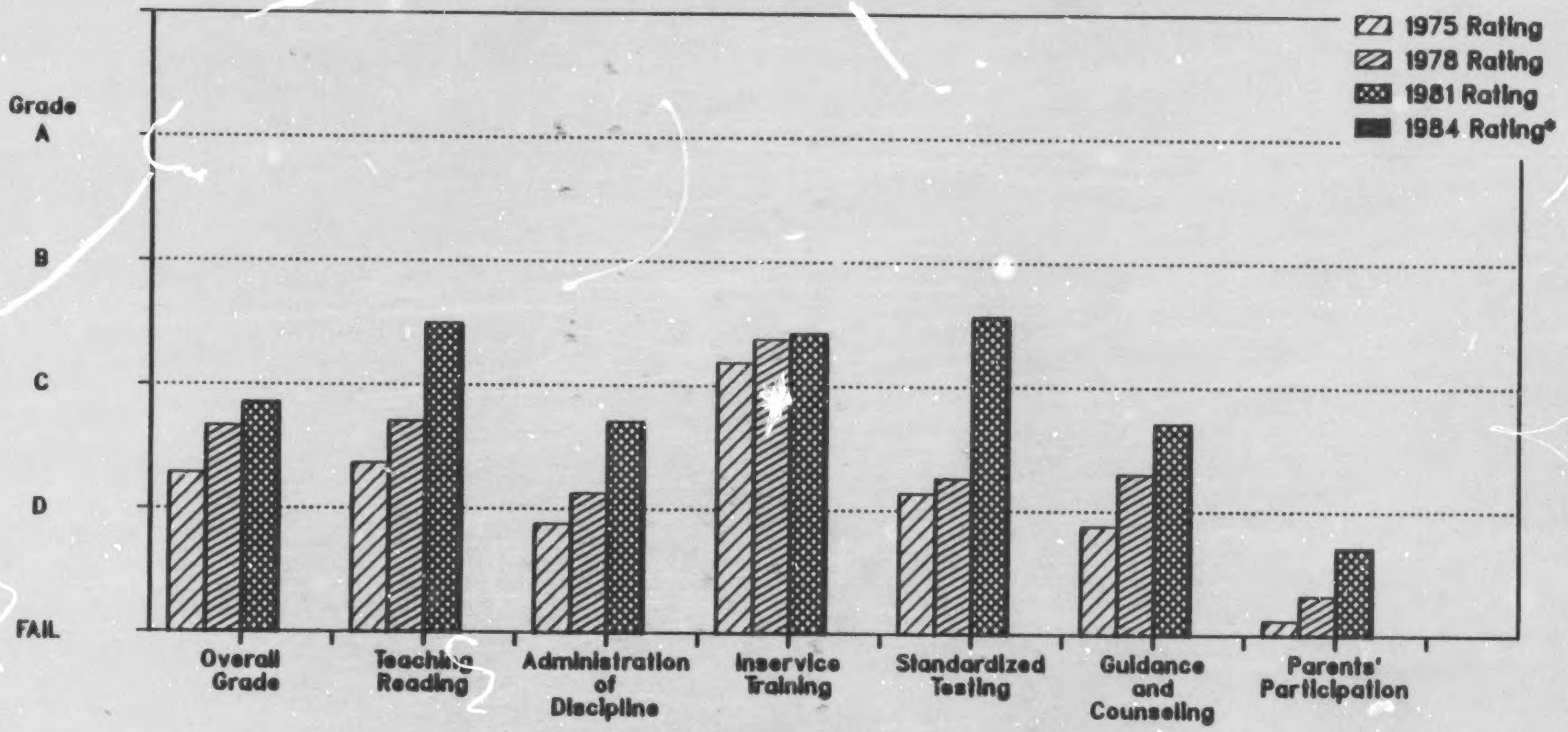
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
NORTHEASTERN HIGH SCHOOL*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Northeastern High School closed at the conclusion of the 1981-82 school year.

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 NORTHEASTERN HIGH SCHOOL*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Northeastern High School closed at the conclusion of the 1981-82 school year.

C-17

NORTHERN HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

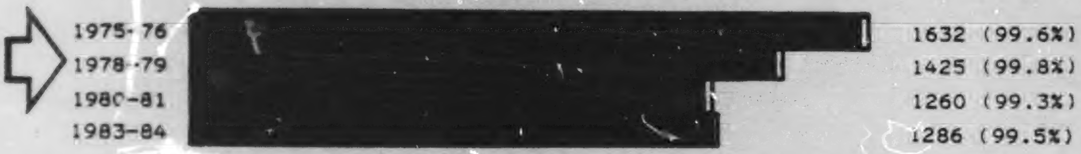
INDIVIDUAL SCHOOL PROFILE

OF

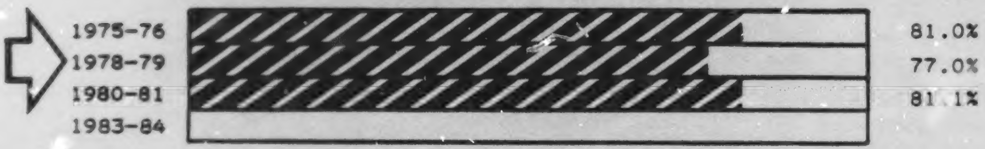
NORTHERN HIGH SCHOOL

School Characteristics*

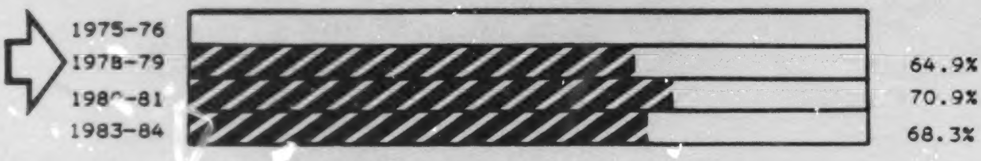
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

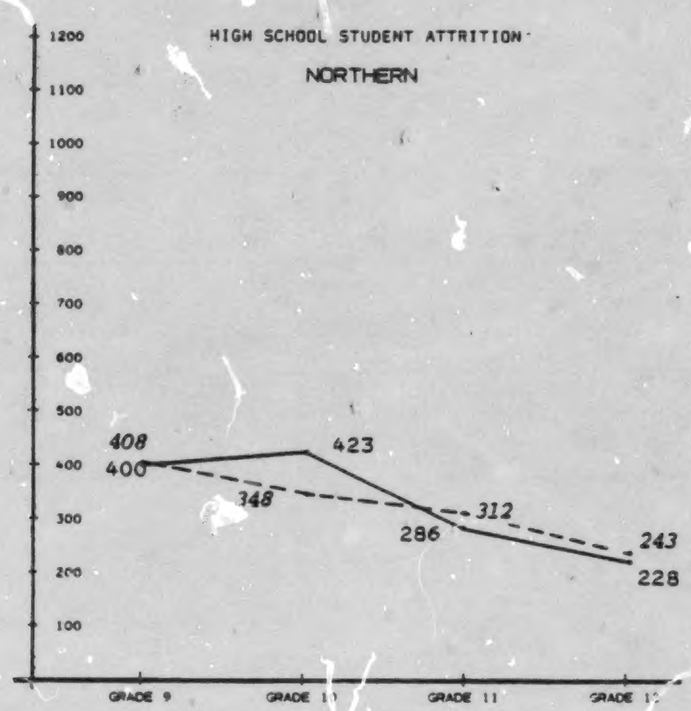
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	1.0	(20)	3.6	(8)
1980-81	18.7	(20)	6.7	(6)
1983-84	22.3	(20)	8.6	(3)

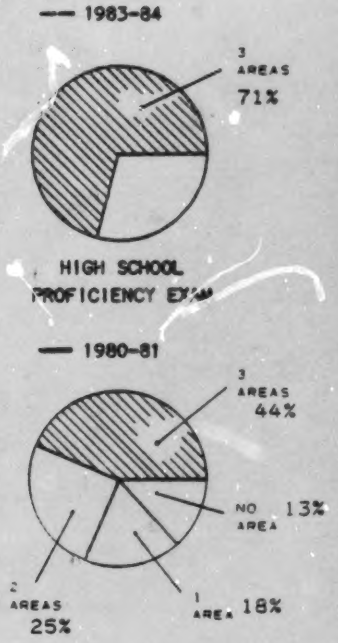
* per 100 students in membership

* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

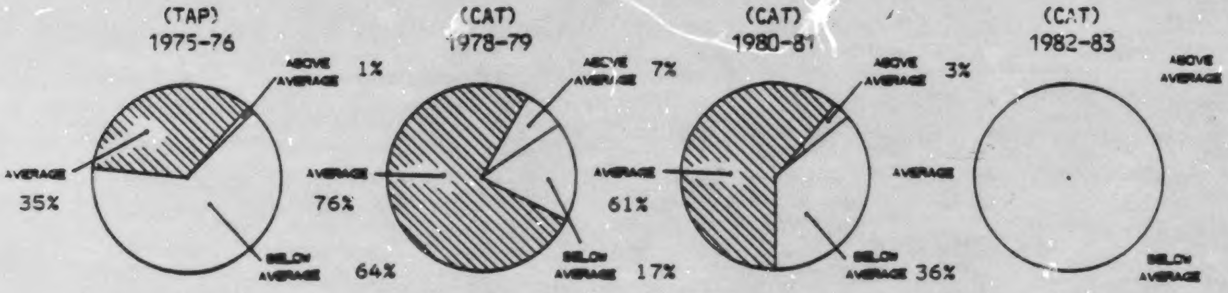
BEST COPY AVAILABLE

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

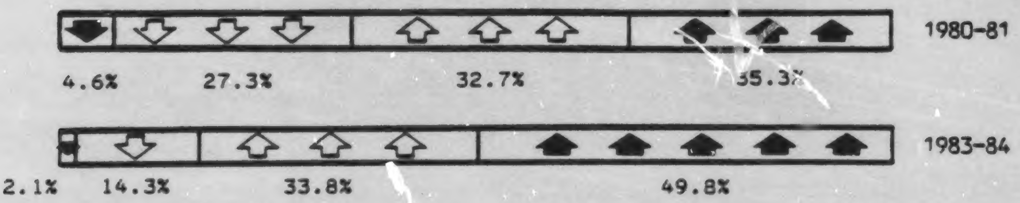


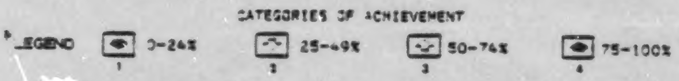


11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*




CATEGORIES OF ACHIEVEMENT
*LEGEND
0-24%
1
25-49%
2
50-74%
3
75-100%
4

BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

NORTHERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 5 (0) = 6 (-) = 4	.07	(+) = 7 (0) = 2 (-) = 6	.07	(+) = 2 (0) = (-) = 4	- .33
INSERVICE TRAINING	(+) = 12 (0) = (-) =	1.0	(+) = (0) = (-) =	.67	(+) = 1 (0) = (-) = 3	- .50
VOCATIONAL EDUCATION	(+) = 4 (0) = 1 (-) = 2	.29	(+) = (0) = (-) =	.57	(+) = 2 (0) = (-) = 4	- .33
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = (-) = 3	.33	(+) = (0) = (-) =	.44	(+) = 7 (0) = (-) = 3	.[illegible]0
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 2 (-) =	.88	(+) = (0) = (-) =	.44	(+) = 3 (0) = 1 (-) = 6	- .30
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.55
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.43
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

NORTHERN HIGH SCHOOL

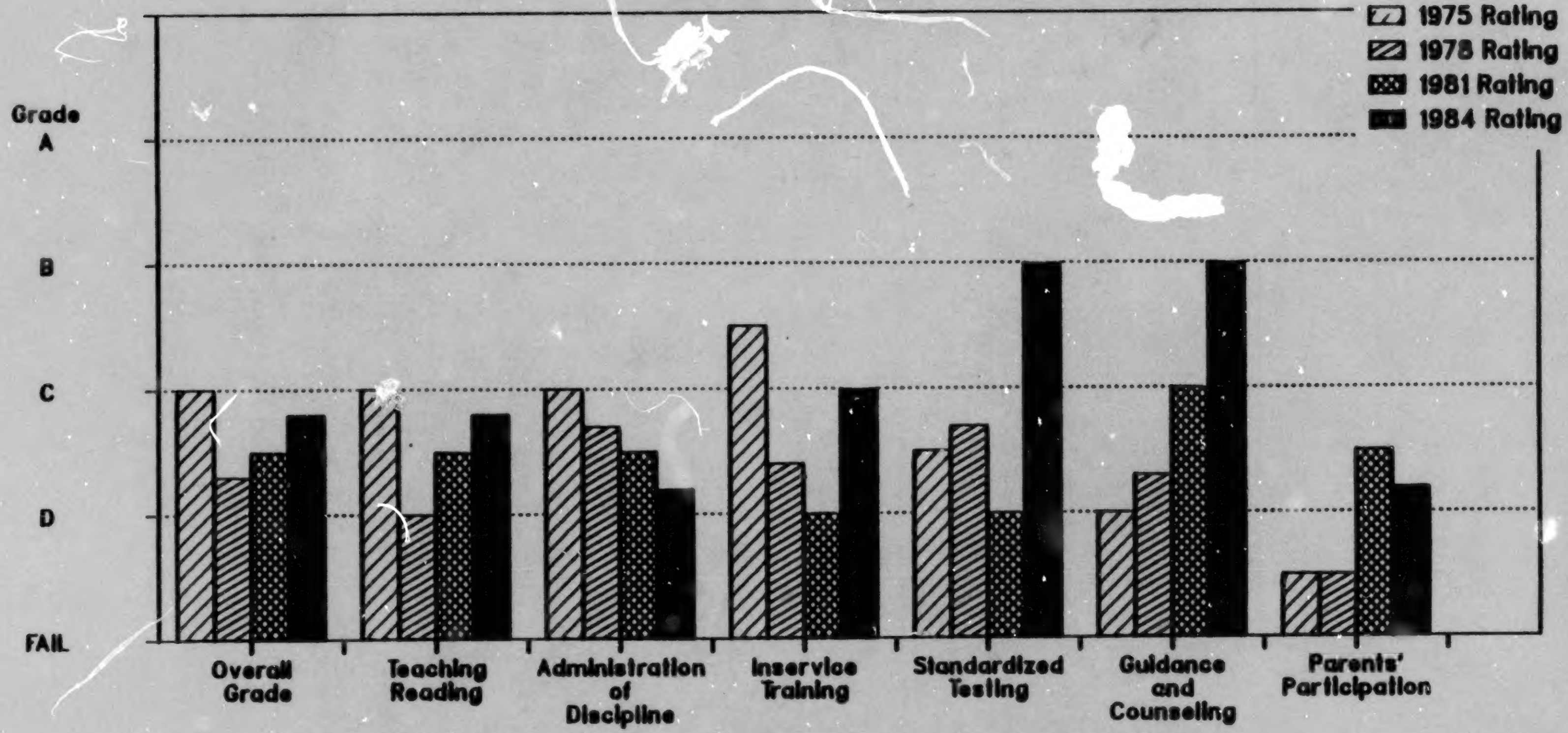
COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 21 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = 1 (-) =	.97	(+) = 27 (0) = 3 (-) = 1	.84	(+) = 16 (0) = 31 (-) = 6	.19
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 3	.63	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 17 (0) = (-) = 6	.48	(+) = 14 (0) = 14 (-) = 8	.17
SCHOOL-COMMUNITY RELATIONS	(+) = 41 (0) = 3 (-) =	.93	(+) = 36 (0) = 6 (-) = 3	.73	(+) = 9 (0) = 7 (-) = 8	.04
STUDENT CODE OF CONDUCT	(+) = 26 (0) = 1 (-) =	.96	(+) = 20 (0) = 1 (-) =	.95	(+) = 8 (0) = 1 (-) = 6	.13
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) =	1.0	(+) = 12 (0) = 1 (-) = 2	.67	(+) = 6 (0) = (-) = 9	-.20
TESTING	(+) = 14 (0) = (-) = 1	.87	(+) = 7 (0) = 2 (-) = 4	.23	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.87
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.64
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.10

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE	OR ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
NORTHERN HIGH SCHOOL

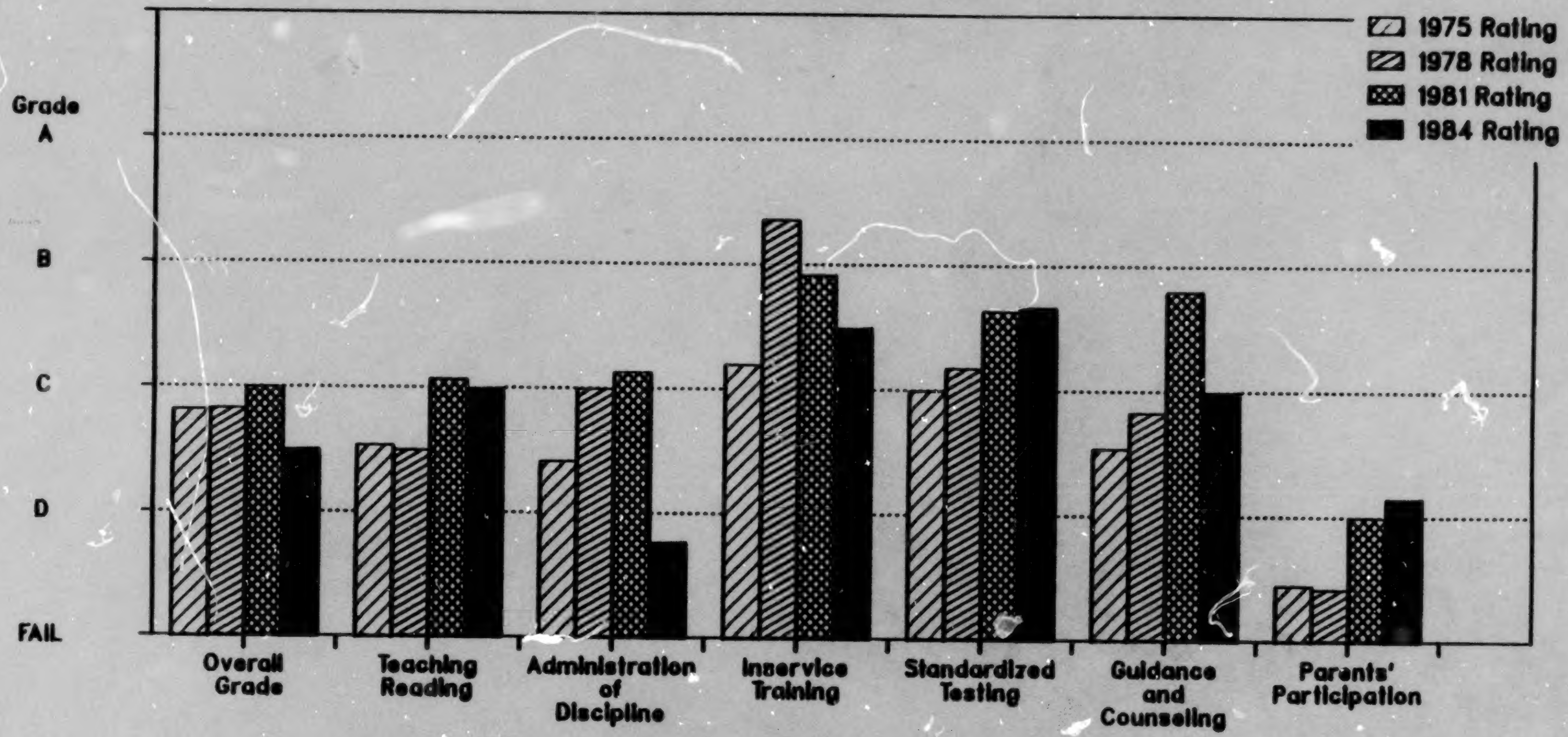


Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-24

8/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
NORTHERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-25

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

CHADSEY HIGH SCHOOL

BEST COPY AVAILABLE

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

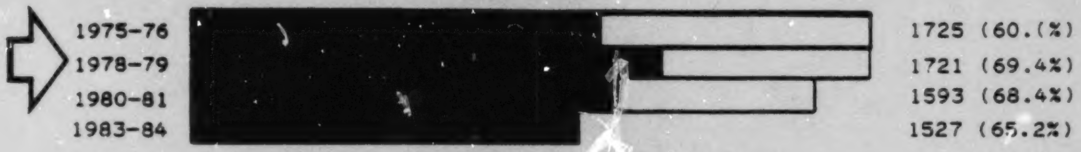
INDIVIDUAL SCHOOL PROFILE

OF

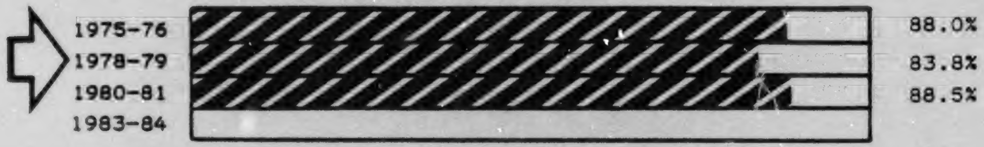
CHADSEY HIGH SCHOOL

School Characteristics*

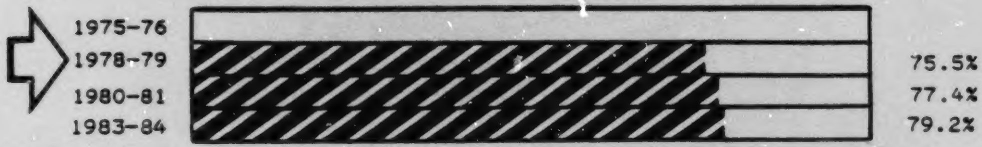
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



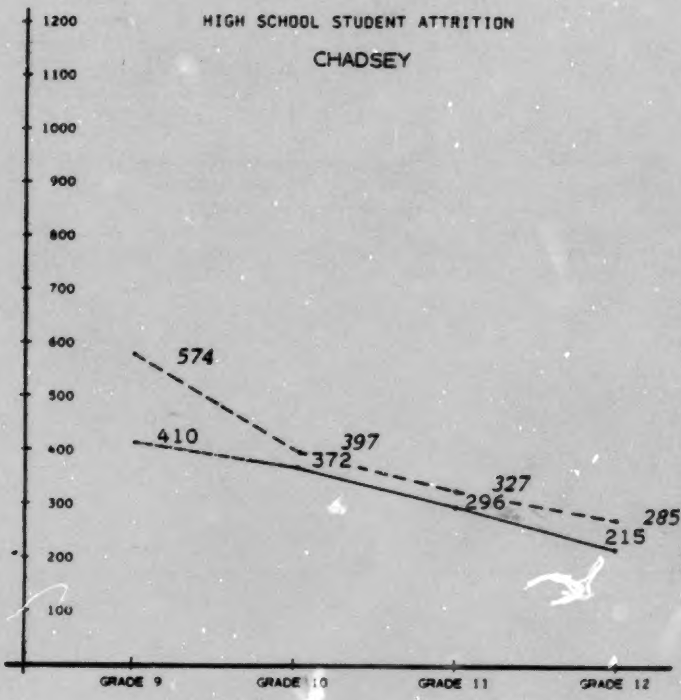
DISCIPLINARY ACTIVITY *

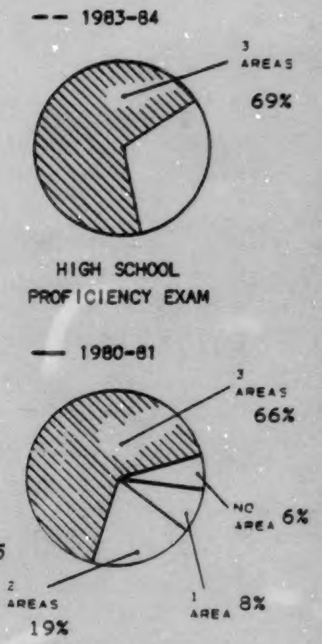
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	12.5	(14)	1.7	(15)
1980-81	44.5	(14)	3.0	(16)
1983-84	39.3	(17)	7.7	(6)

* per 100 students in membership

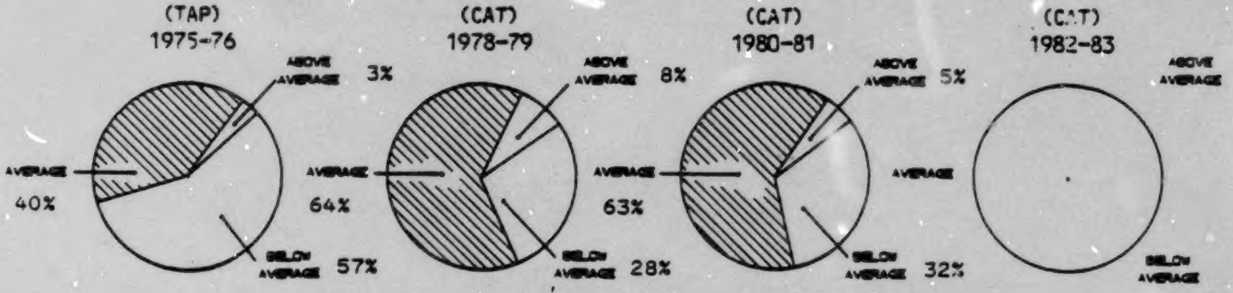
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

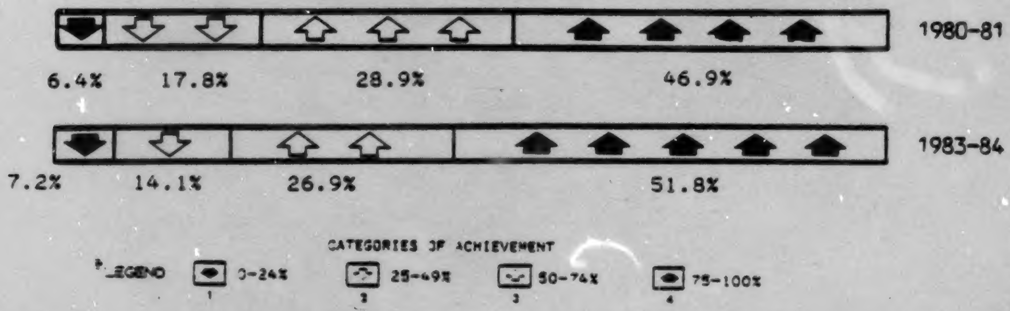




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

CHADSEY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 2 (-) =	0.0	(+) = (0) = 2 (-) =	0.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = (0) = 15 (-) =	0.0	(+) = 1 (0) = 14 (-) =	.07	(+) = 6 (0) = (-) =	1.0
INSERVICE TRAINING	(+) = (0) = 12 (-) =	0.0	(+) = (0) = 12 (-) =	0.0	(+) = 2 (0) = (-) = 2	0.0
VOCATIONAL EDUCATION	(+) = (0) = 7 (-) =	0.0	(+) = (0) = 7 (-) =	0.0	(+) = 5 (0) = (-) = 1	.67
SCHOOL-COMMUNITY RELATIONS	(+) = 7 (0) = (-) = 2	.56	(+) = 8 (0) = 1 (-) =	.89	(+) = 7 (0) = (-) = 3	.40
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 2 (-) =	.88	(+) = 12 (0) = 2 (-) = 1	.73	(+) = 6 (0) = (-) = 4	.20
READING AND COMMUNICATION SKILLS	(+) = 2 (0) = (-) = 1	.50	(+) = 2 (0) = (-) = 1	.50	(+) = 3 (0) = (-) = 2	.20
TESTING	(+) = (0) = 5 (-) =	0.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.30
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.36
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

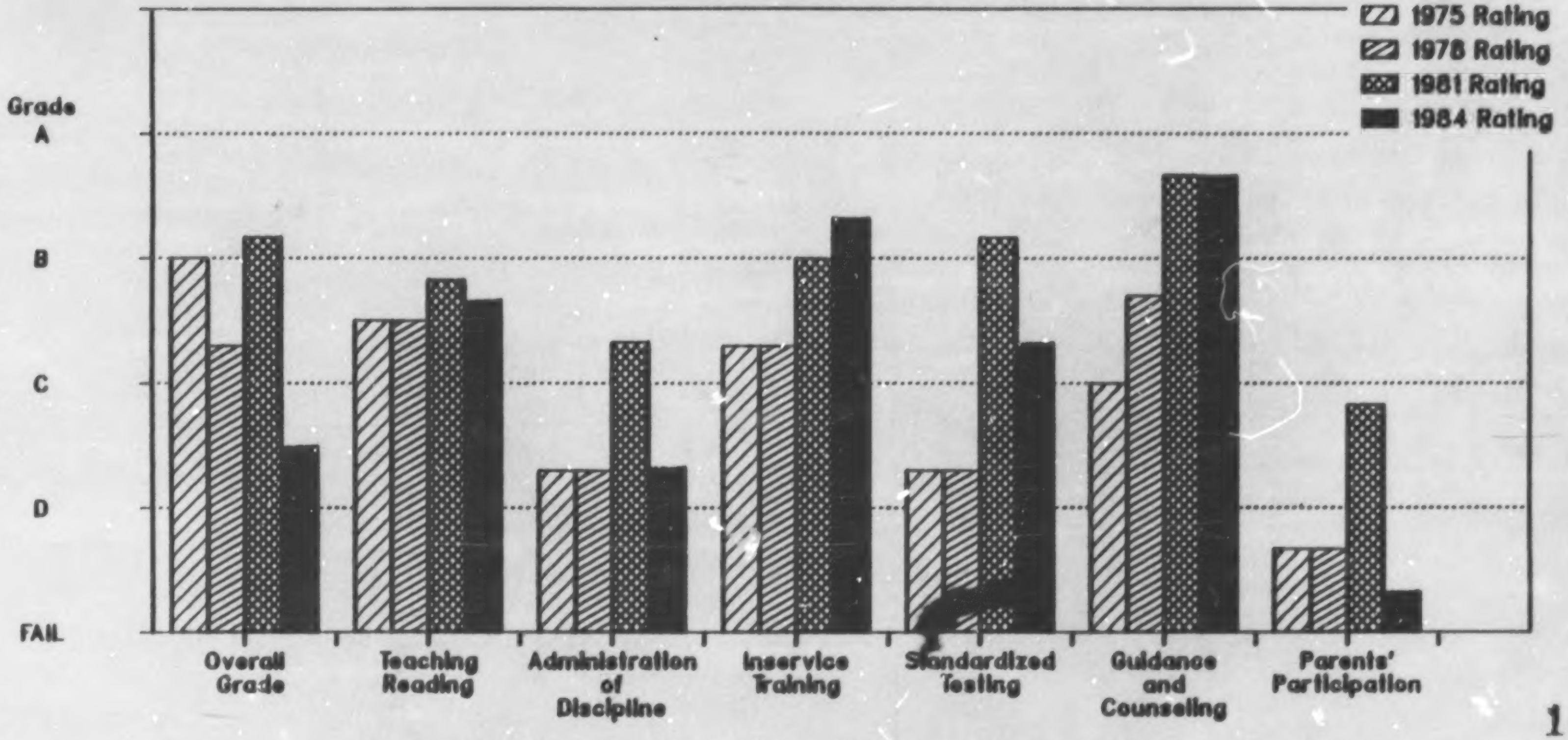
CHADSEY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 20 (0) = (-) =	1.0	(+) = 5 (0) = (-) = 8	-.23	(+) = 4 (0) = 9 (-) =	.31
COUNSELING AND CAREER GUIDANCE	(+) = 36 (0) = (-) =	1.0	(+) = 31 (0) = (-) =	1.0	(+) = 42 (0) = 7 (-) = 4	.72
INSERVICE TRAINING	(+) = 31 (0) = (-) = 2	.88	(+) = 4 (0) = 10 (-) = 11	-.28	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 21 (0) = (-) = 2	.83	(+) = 22 (0) = 13 (-) = 1	.58
SCHOOL-COMMUNITY RELATIONS	(+) = 41 (0) = 3 (-) = 2	.87	(+) = 23 (0) = 4 (-) = 18	.11	(+) = 6 (0) = 16 (-) = 2	.17
STUDENT CODE OF CONDUCT	(+) = 23 (0) = (-) =	1.0	(+) = 18 (0) = 2 (-) = 1	.81	(+) = 7 (0) = 1 (-) = 7	0.0
READING AND COMMUNICATION SKILLS	(+) = 26 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 2	.73	(+) = 8 (0) = 1 (-) = 6	.13
TESTING	(+) = 14 (0) = 4 (-) =	.78	(+) = 9 (0) = 2 (-) = 2	.54	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.93
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.43
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.44

		-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND		EQUIVOCAL OR	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA			MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
CHADSEY HIGH SCHOOL

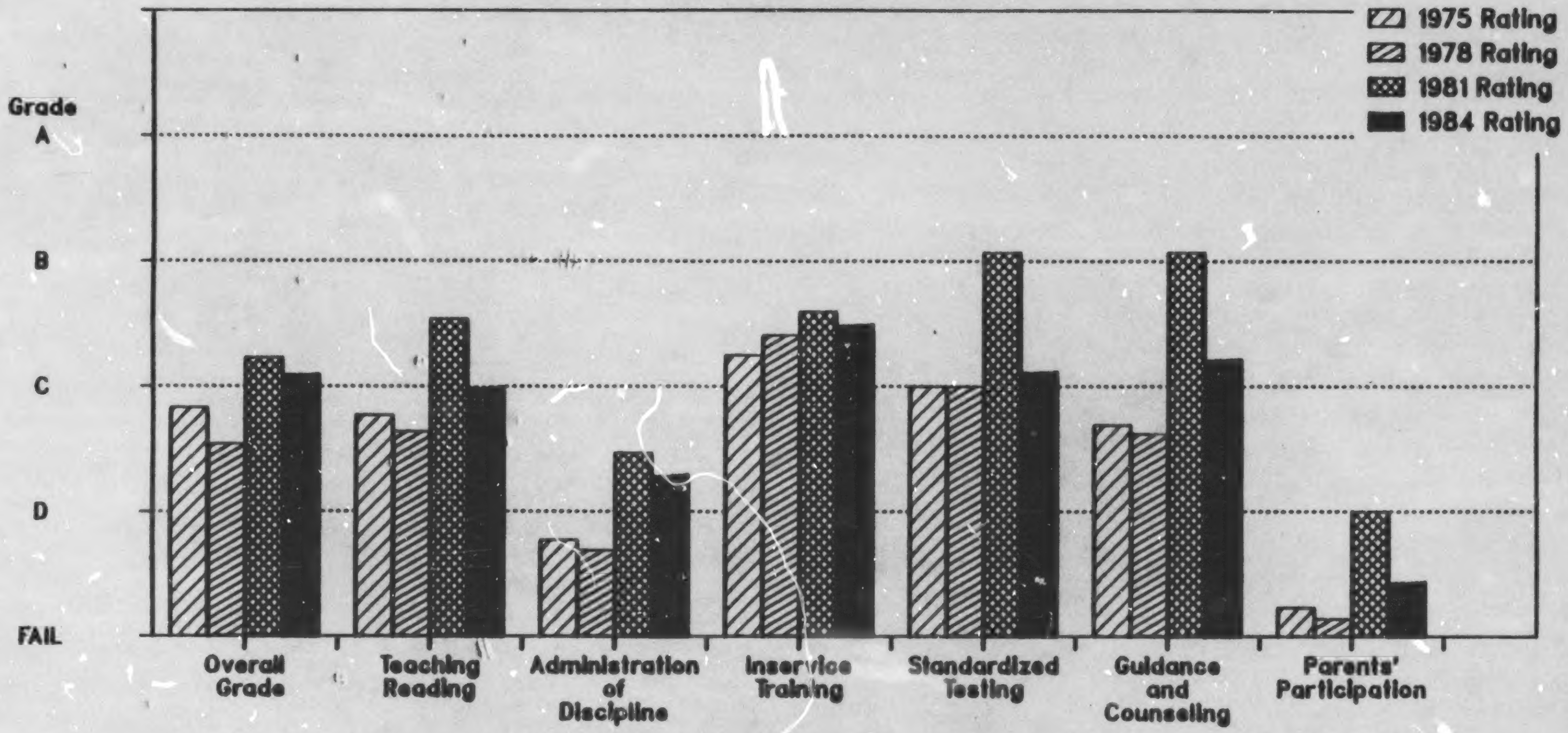


Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-32

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 CHADSEY HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

NORTHWESTERN HIGH SCHOOL

BEST COPY AVAILABLE

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

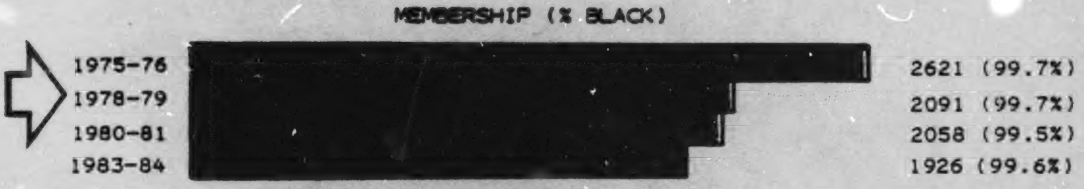
1975 - 1984

INDIVIDUAL SCHOOL PROFILE
OF

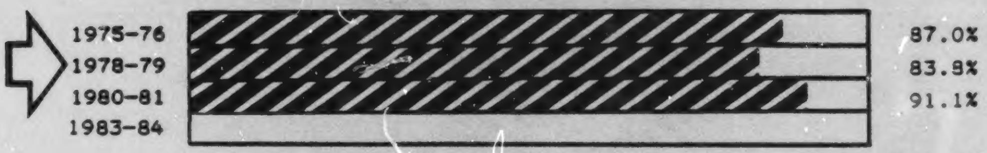
NORTHWESTERN HIGH SCHOOL

School Characteristics*

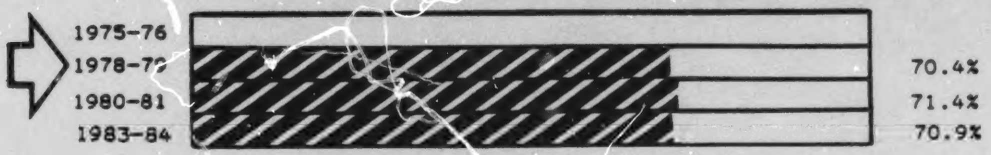
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



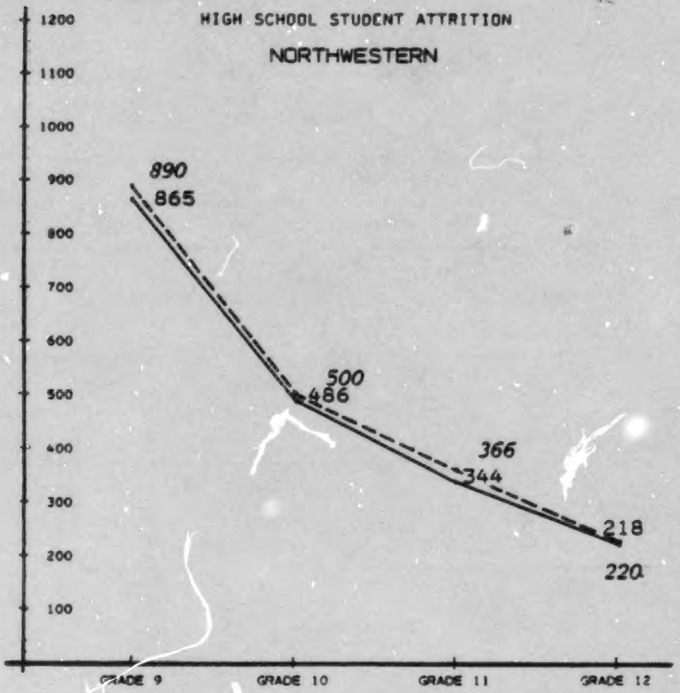
DISCIPLINARY ACTIVITY *

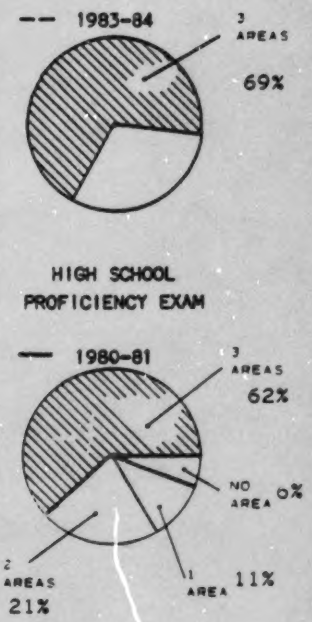
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	2.9	(18)	1.5	(17)
1980-81	56.3	(7)	4.7	(13)
1983-84	61.1	(6)	11.4	(1)

* per 100 students in membership

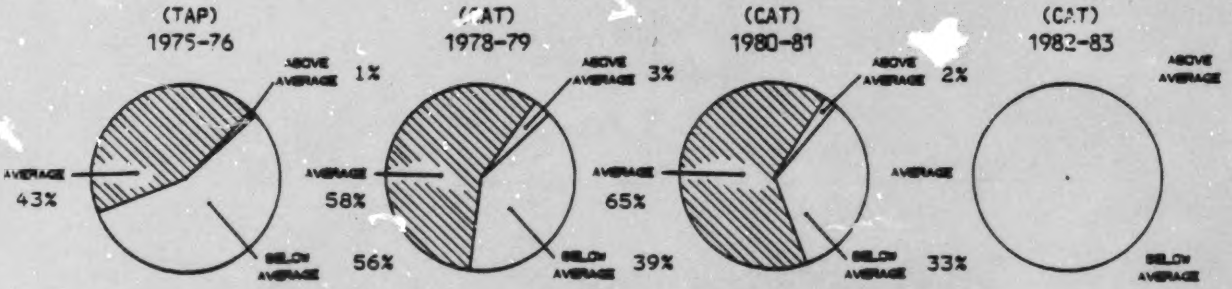
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

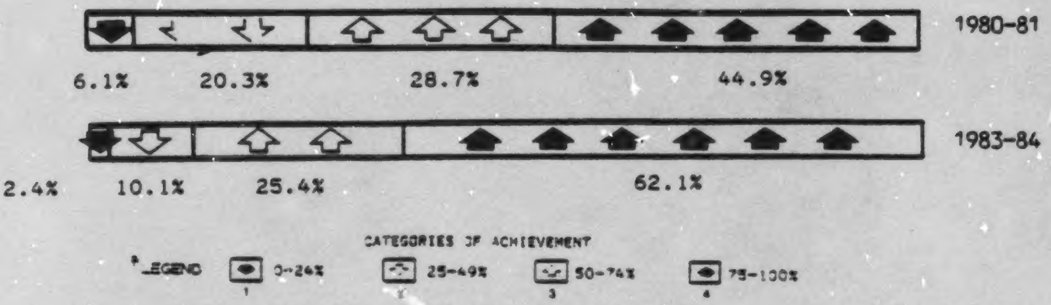




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING



BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

NORTHWESTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = 3 (-) = 1	.67	(+) = 10 (0) = 1 (-) = 4	.40	(+) = 5 (0) = (-) = 1	.67
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 11 (0) = 1 (-) =	.92	(+) = 2 (0) = (-) = 2	0.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 5 (0) = 2 (-) =	.71	(+) = 4 (0) = (-) = 2	.33
SCHOOL-COMMUNITY RELATIONS	(+) = 5 (0) = (-) = 4	.11	(+) = 4 (0) = 2 (-) = 3	.11	(+) = 2 (0) = (-) = 8	-.60
STUDENT CODE OF CONDUCT	(+) = 16 (0) = (-) =	1.0	(+) = 15 (0) = (-) = 1	.88	(+) = 4 (0) = 1 (-) = 5	-.10
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 2 (0) = (-) = 1	.33	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 4 (0) = (-) = 1	.60	(+) = 3 (0) = 1 (-) = 1	.40	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.70
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.55
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

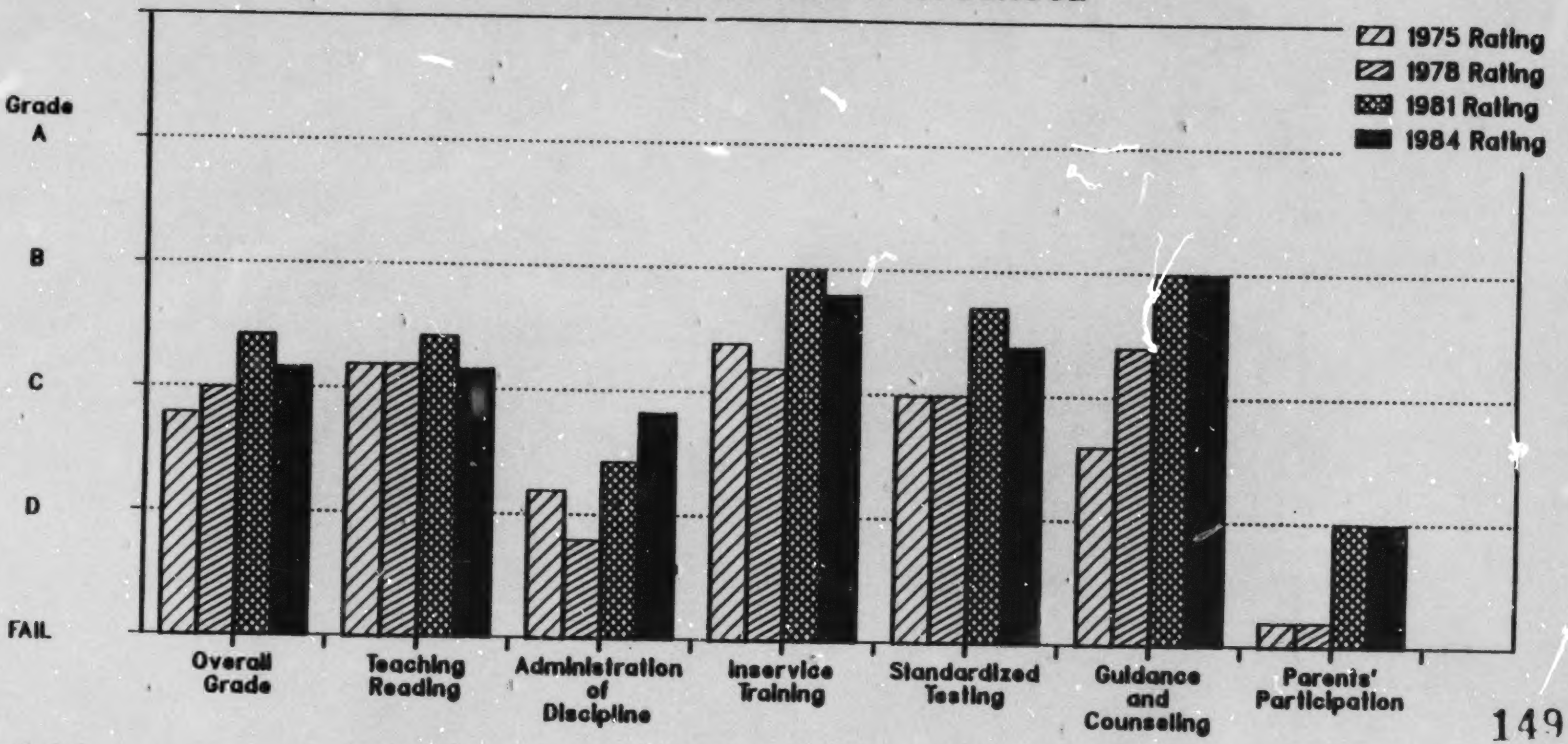
NORTHWESTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 4 (0) = 16 (-) = 1	.14	(+) = 3 (0) = 9 (-) = 1	.15	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 33 (0) = (-) = 3	.83	(+) = 21 (0) = 2 (-) = 8	.41	(+) = 36 (0) = 10 (-) = 7	.55
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 16 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 22 (0) = (-) = 1	.91	(+) = 24 (0) = 6 (-) = 6	.50
SCHOOL-COMMUNITY RELATIONS	(+) = 48 (0) = (-) =	1.0	(+) = 42 (0) = (-) = 4	.83	(+) = 14 (0) = 6 (-) = 4	.42
STUDENT CODE OF CONDUCT	(+) = 25 (0) = 2 (-) =	.93	(+) = 18 (0) = 2 (-) = 1	.81	(+) = 8 (0) = 1 (-) = 6	.13
READING AND COMMUNICATION SKILLS	(+) = 26 (0) = (-) =	1.0	(+) = 12 (0) = 1 (-) = 2	.67	(+) = 7 (0) = 5 (-) = 3	.27
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	**ABILITY** OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.89
INDEX II. ASSESSMENT	⇨	**ADEQUACY** OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.72
INDEX III. ASSESSMENT	⇨	**ASSESSMENT OF COMPLIANCE** WITH SPECIFIC CRITERIA.	.38

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

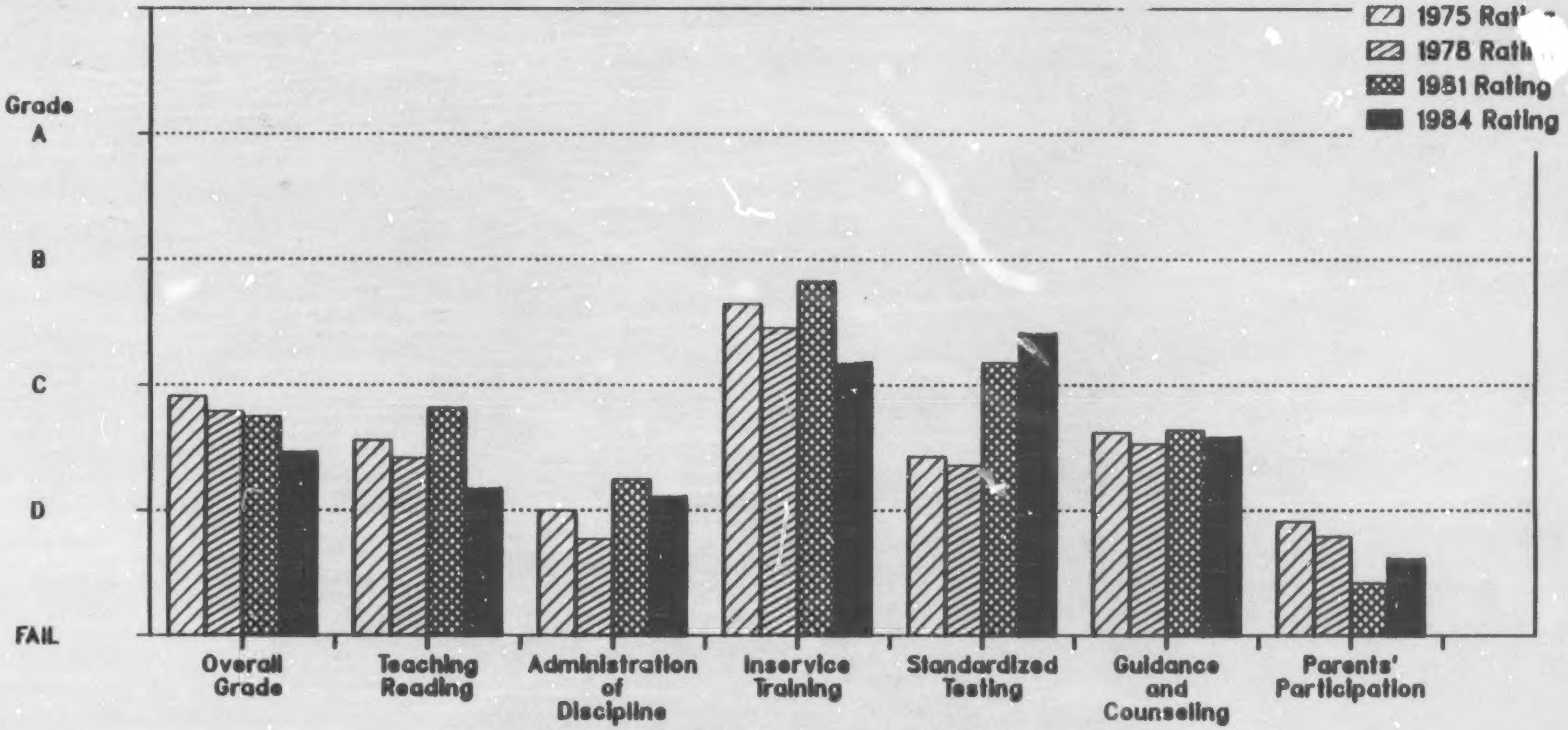
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
NORTHWESTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
NORTHWESTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

SOUTHWESTERN HIGH SCHOOL

BEST COPY AVAILABLE

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

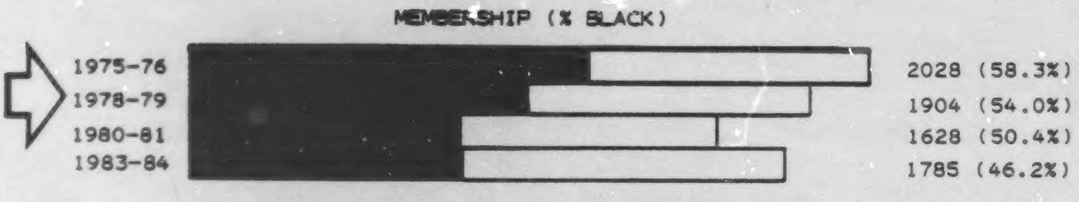
1975 - 1984

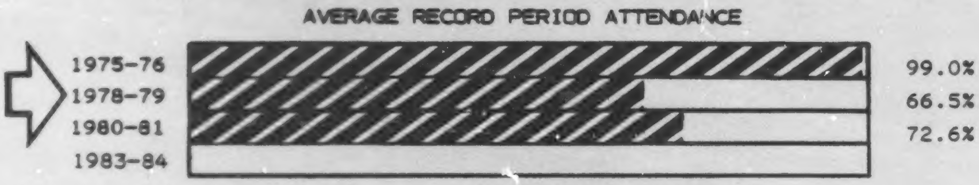
INDIVIDUAL SCHOOL PROFILE

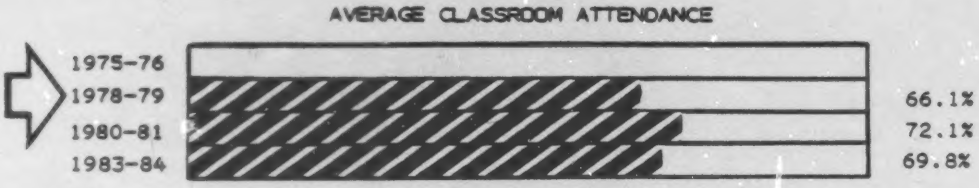
OF

SOUTHWESTERN HIGH SCHOOL

School Characteristics*


MEMBERSHIP (% BLACK)


AVERAGE RECORD PERIOD ATTENDANCE


AVERAGE CLASSROOM ATTENDANCE

DISCIPLINARY ACTIVITY *

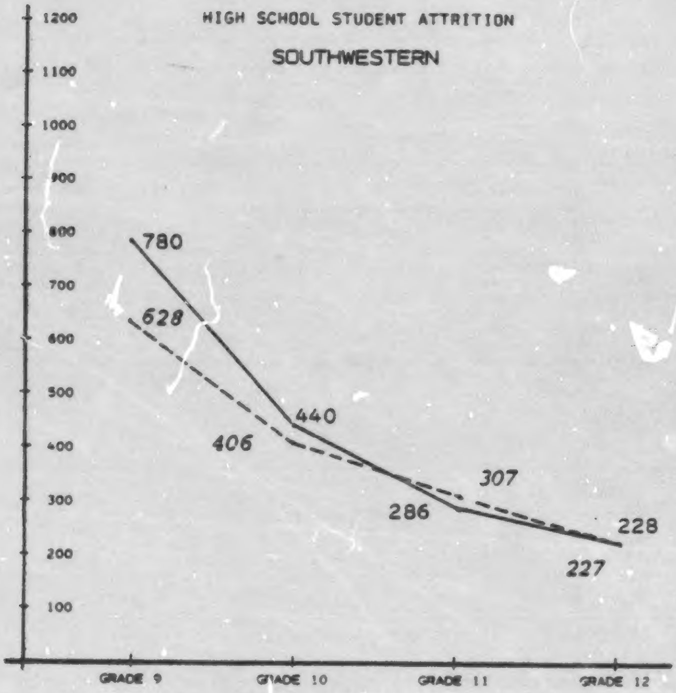
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	26.2	(6)	1.2	(19)
1980-81	71.8	(3)	9.0	(2)
1983-84	82.7	(3)	9.7	(2)

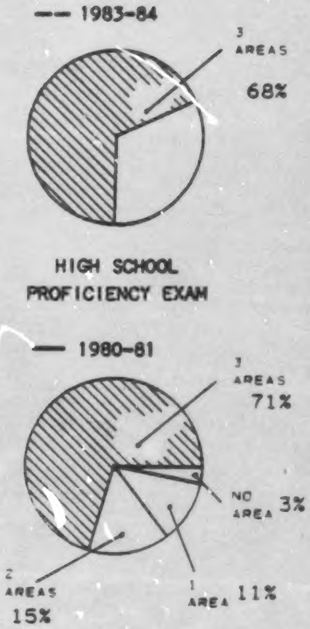
* per 100 students in membership

---

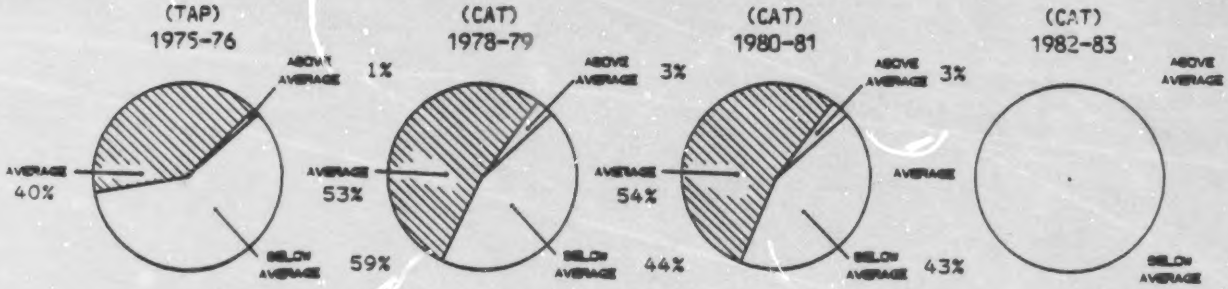
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

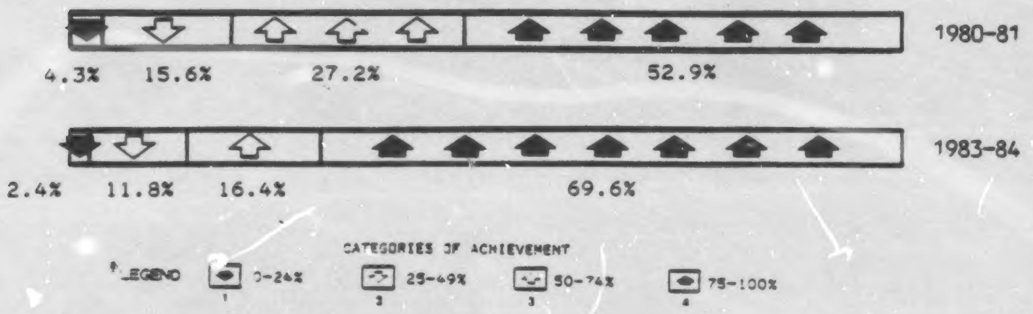




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING®



BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

SOUTHWESTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 3 (0) = (-) = 2	.20	(+) = 3 (0) = (-) = 2	.20	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = 1 (-) = 3	.53	(+) = 9 (0) = 3 (-) = 3	.40	(+) = 1 (0) = (-) = 5	- .67
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 11 (0) = (-) = 1	.83	(+) = (0) = (-) = 4	-1.0
VOCATIONAL EDUCATION	(+) = 5 (0) = 1 (-) = 1	.57	(+) = 2 (0) = 3 (-) = 2	0.0	(+) = 1 (0) = (-) = 5	- .67
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = 6 (-) = 3	- .33	(+) = 3 (0) = 3 (-) = 3	0.0	(+) = 3 (0) = (-) = 7	- .40
STUDENT CODE OF CONDUCT	(+) = (0) = 16 (-) = 1	- .06	(+) = 13 (0) = (-) = 4	.53	(+) = 3 (0) = (-) = 7	- .40
READING AND COMMUNICATION SKILLS	(+) = (0) = (-) =	-1.0	(+) = (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = (0) = 5 (-) =	0.0	(+) = (0) = 5 (-) =	0.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.22
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.32
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

SOUTHWESTERN HIGH SCHOOL

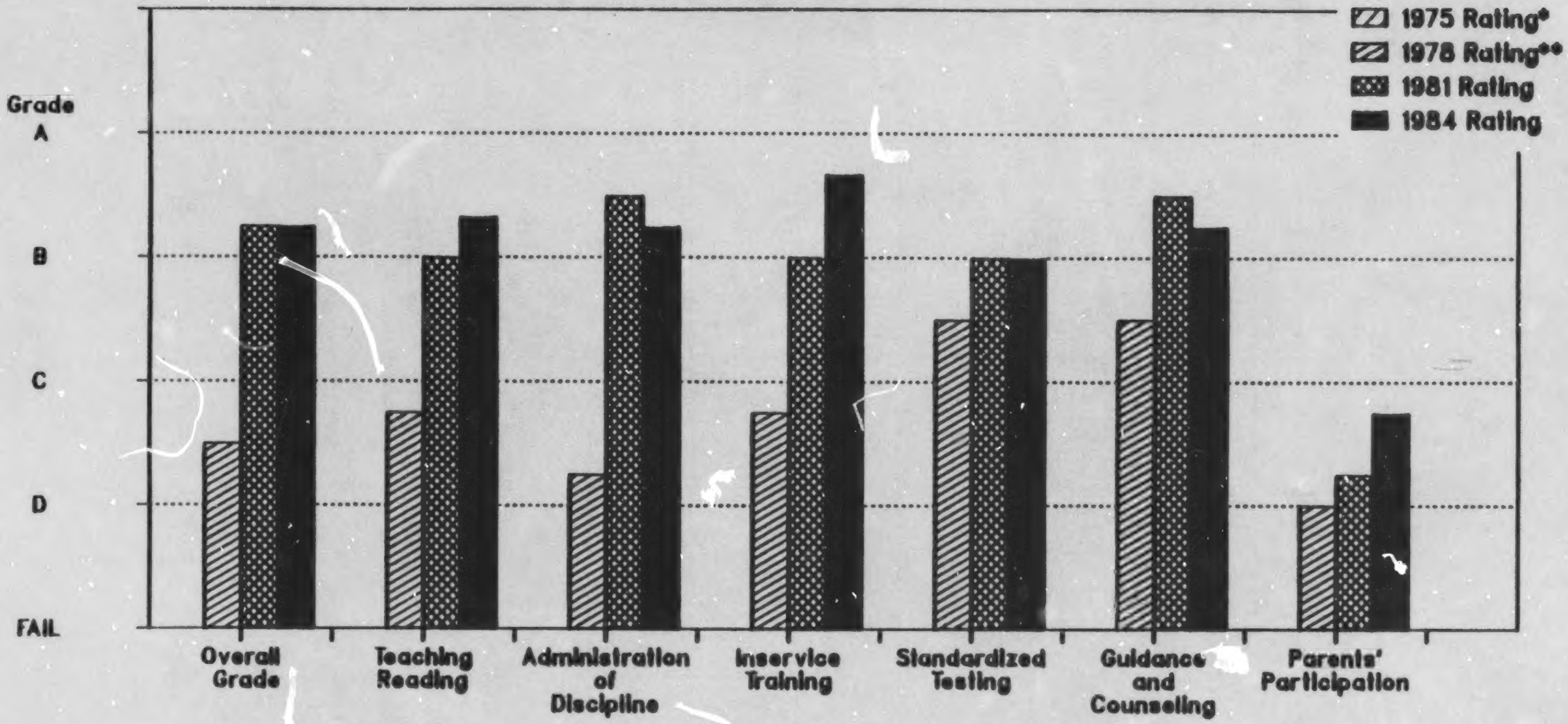
COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 16 (0) = (-) =	1.0	(+) = 11 (0) = (-) = 1	.83	(+) = 9 (0) = 1 (-) = 9	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = (-) = 1	.94	(+) = 28 (0) = 1 (-) = 2	.84	(+) = 41 (0) = 7 (-) = 5	.68
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 15 (0) = 3 (-) =	.83	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 17 (0) = (-) = 6	.48	(+) = 14 (0) = 9 (-) = 13	.03
SCHOOL-COMMUNITY RELATIONS	(+) = 46 (0) = (-) =	1.0	(+) = 39 (0) = (-) = 6	.73	(+) = 12 (0) = 5 (-) = 6	.26
STUDENT CODE OF CONDUCT	(+) = 25 (0) = (-) =	1.0	(+) = 19 (0) = 2 (-) =	.90	(+) = 10 (0) = 2 (-) = 3	.41
READING AND COMMUNICATION SKILLS	(+) = 24 (0) = 5 (-) = 1	.77	(+) = 12 (0) = (-) = 3	.60	(+) = 10 (0) = 4 (-) = 1	.60
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 7 (0) = (-) = 5	.17	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.96
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.71
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.40

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE	ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
SOUTHWESTERN HIGH SCHOOL



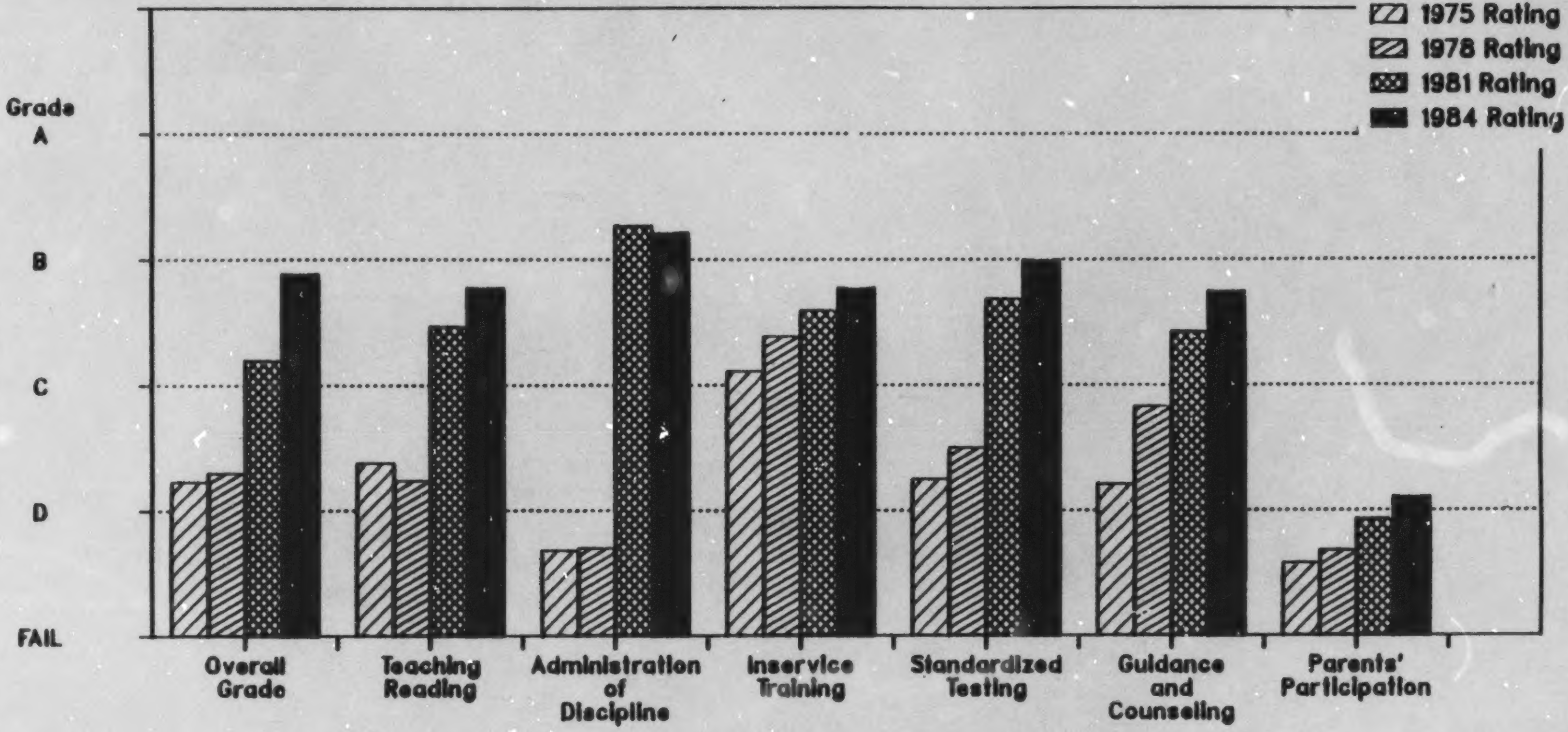
Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Missing data.

** 1981 ratings are retrospective.

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 SOUTHWESTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

WESTERN HIGH SCHOOL

BEST COPY AVAILABLE

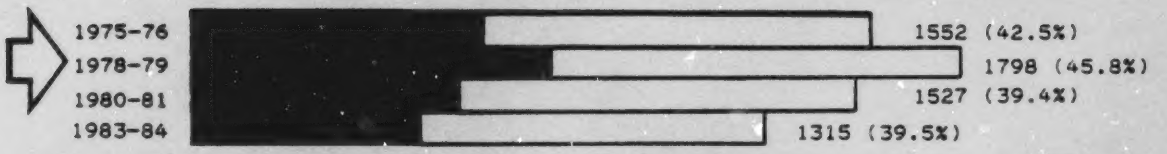
Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984
INDIVIDUAL SCHOOL PROFILE
OF

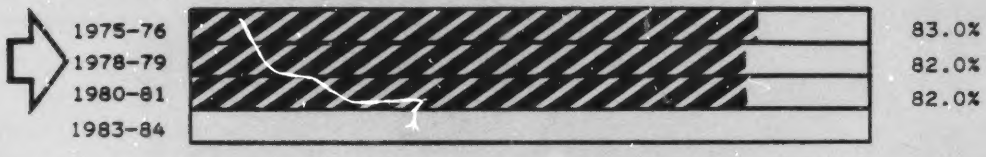
WESTERN HIGH SCHOOL

School Characteristics*

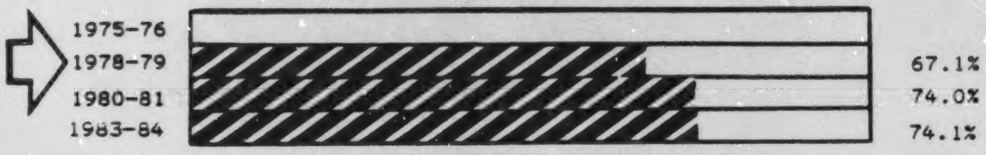
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



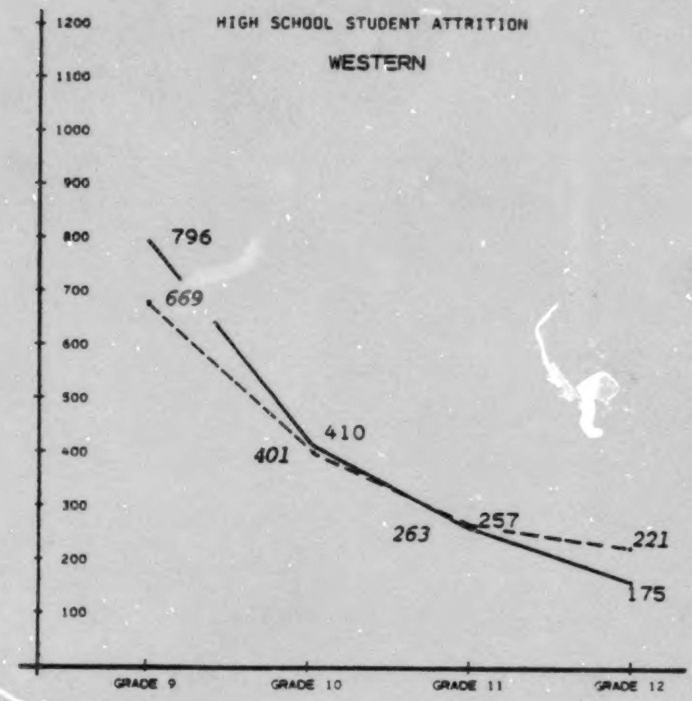
DISCIPLINARY ACTIVITY *

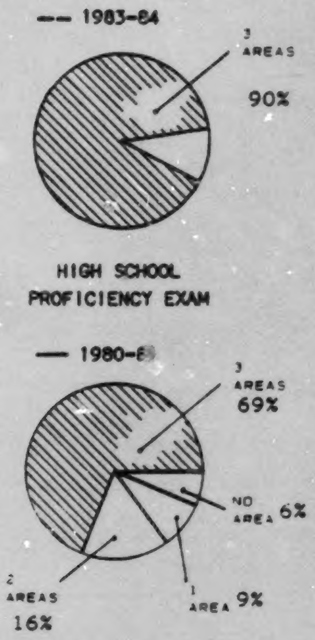
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	15.6	(13)	2.6	(11)
1980-81	56.1	(8)	10.5	(1)
1983-84	74.5	(5)	5.4	(13)

* per 100 students in membership

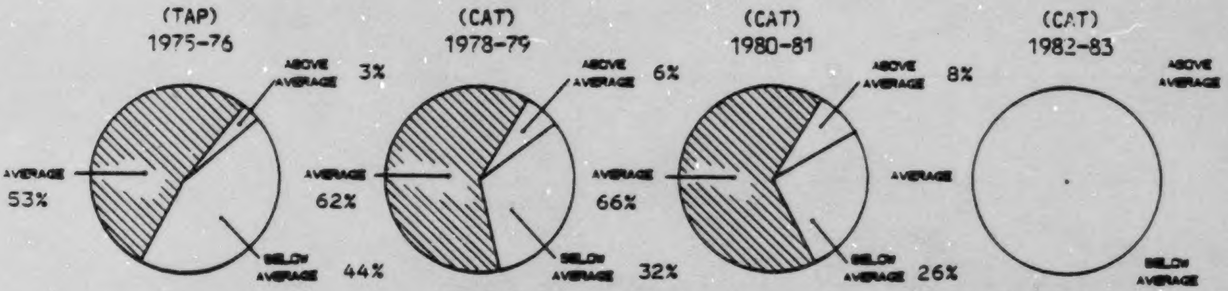
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

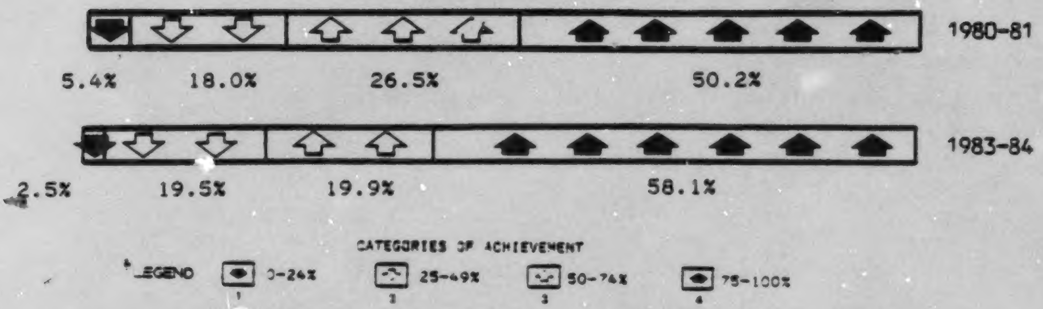




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

WESTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 4 (0) = 1 (-) =	.80	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 10 (0) = 1 (-) = 3	.50	(+) = 10 (0) = 5 (-) =	.67	(+) = 2 (0) = (-) = 4	- .33
INSERVICE TRAINING	(+) = 12 (0) = (-) =	1.0	(+) = 11 (0) = 1 (-) =	.92	(+) = 2 (0) = (-) = 2	0.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 4 (0) = 3 (-) =	.57	(+) = 4 (0) = (-) = 2	.33
SCHOOL-COMMUNITY RELATIONS	(+) = 8 (0) = (-) = 1	.78	(+) = 7 (0) = 2 (-) =	.78	(+) = 8 (0) = (-) = 2	.60
STUDENT CODE OF CONDUCT	(+) = 13 (0) = 1 (-) = 2	.69	(+) = 11 (0) = (-) = 5	.38	(+) = 4 (0) = 1 (-) = 5	- .10
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.79
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.72
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

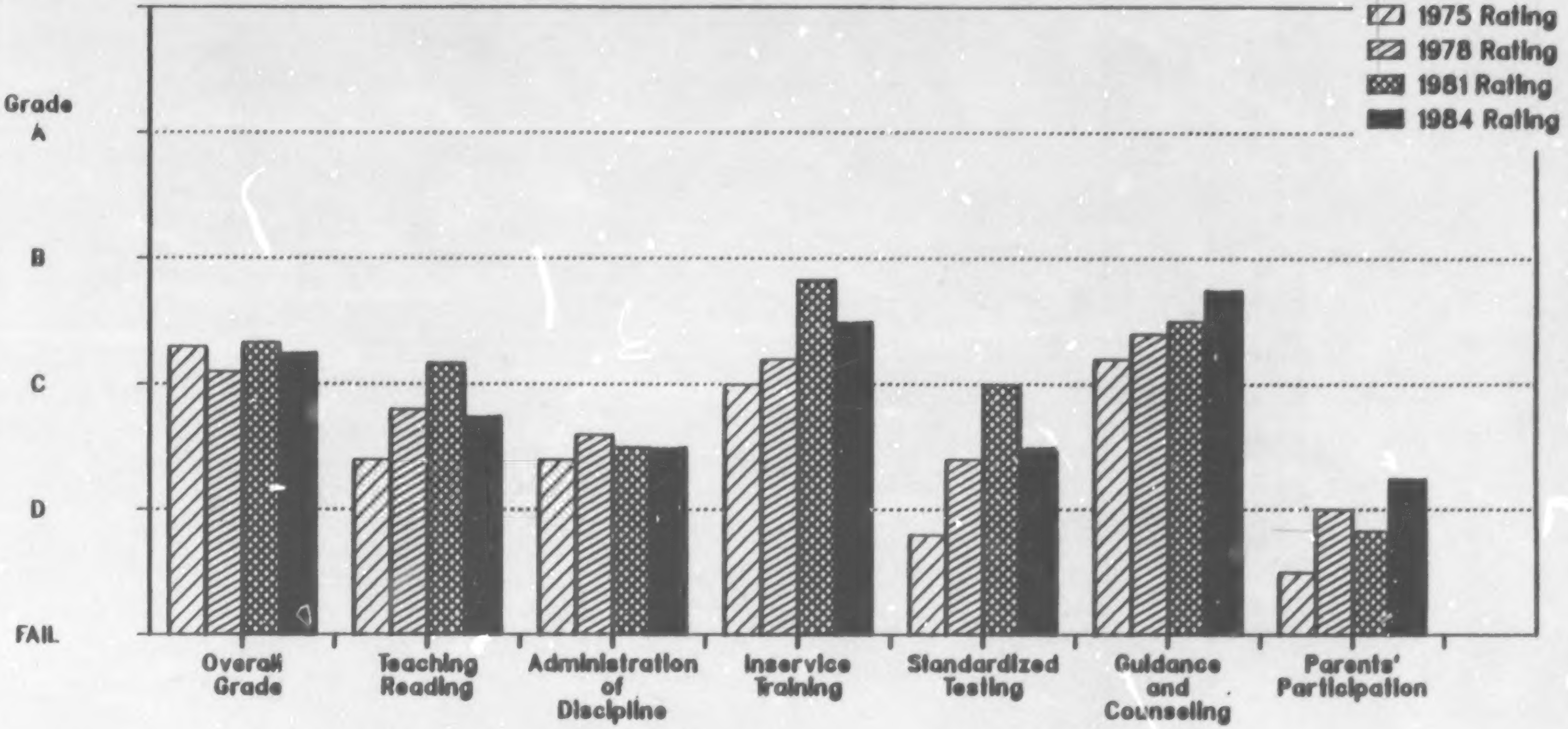
WESTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 19 (0) = (-) =	1.0	(+) = 13 (0) = (-) =	1.0	(+) = 11 (0) = 3 (-) = 5	.32
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = (-) =	1.0	(+) = 27 (0) = 1 (-) = 2	.83	(+) = 32 (0) = 12 (-) = 9	.43
INSERVICE TRAINING	(+) = 26 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 23 (0) = (-) =	1.0	(+) = 22 (0) = 7 (-) = 7	.42
SCHOOL-COMMUNITY RELATIONS	(+) = 44 (0) = 2 (-) =	.96	(+) = 36 (0) = 2 (-) = 7	.64	(+) = 11 (0) = 5 (-) = 8	.13
STUDENT CODE OF CONDUCT	(+) = 24 (0) = 3 (-) =	.89	(+) = 18 (0) = 1 (-) = 2	.76	(+) = 8 (0) = 3 (-) = 4	.27
READING AND COMMUNICATION SKILLS	(+) = 18 (0) = 12 (-) =	.60	(+) = 8 (0) = (-) = 7	.07	(+) = 7 (0) = 3 (-) = 5	.13
TESTING	(+) = 17 (0) = (-) =	1.0	(+) = 9 (0) = (-) = 3	.50	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.92
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.73
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.33

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
WESTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

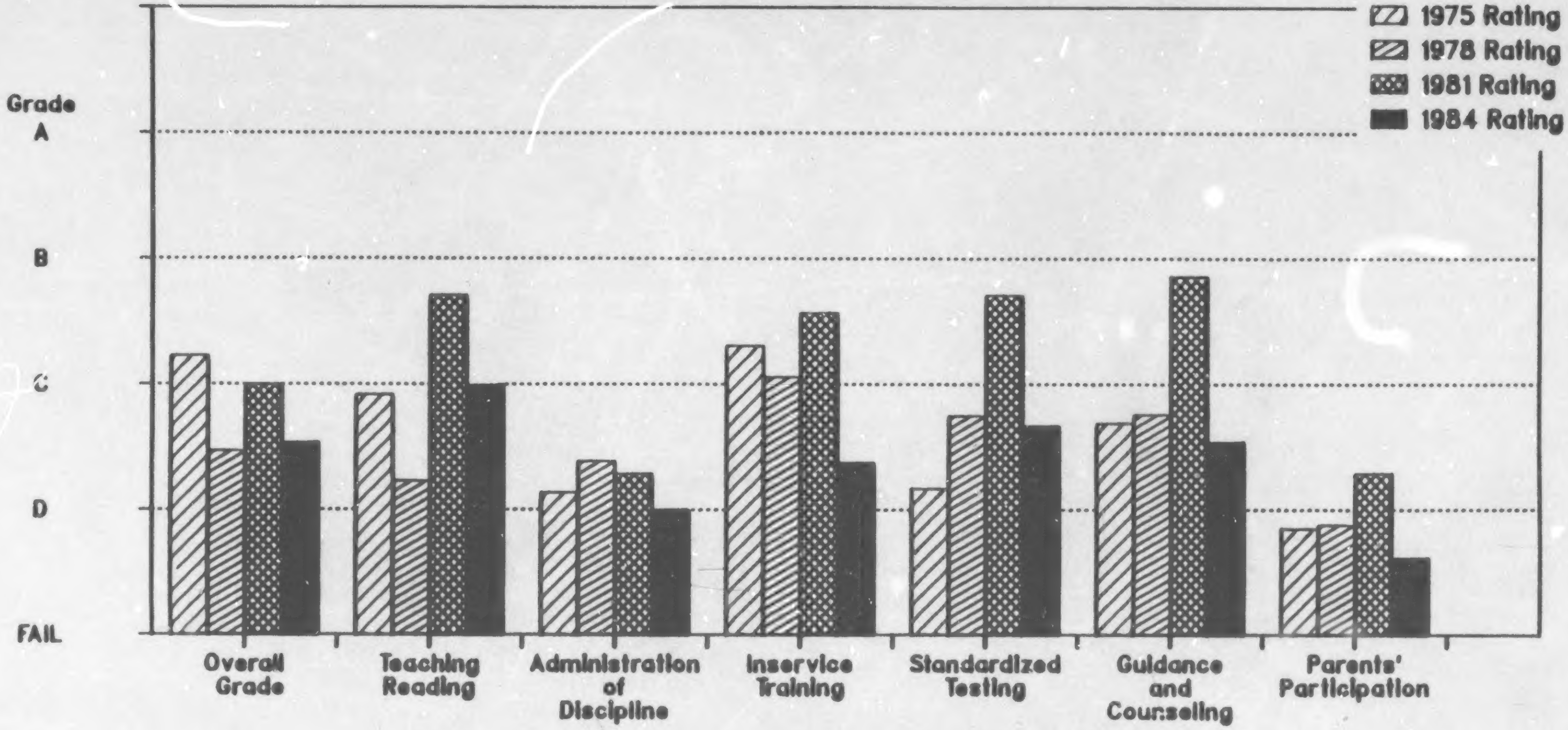
C-56

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

166

167

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 WESTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

CODY HIGH SCHOOL

BEST COPY AVAILABLE

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

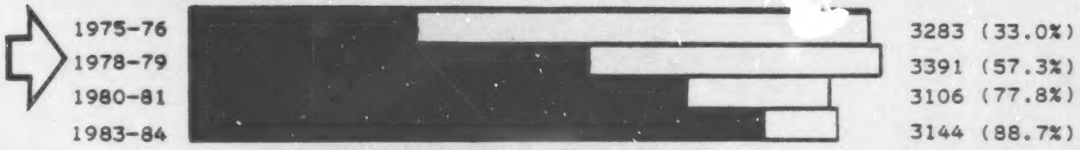
INDIVIDUAL SCHOOL PROFILE

OF

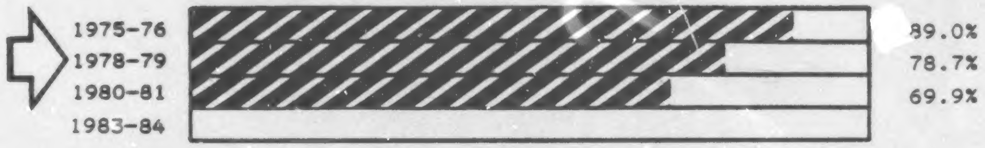
CODY HIGH SCHOOL

School Characteristics*

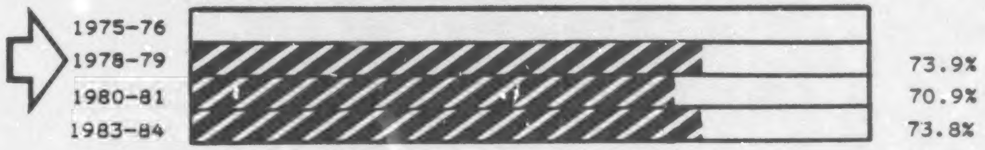
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

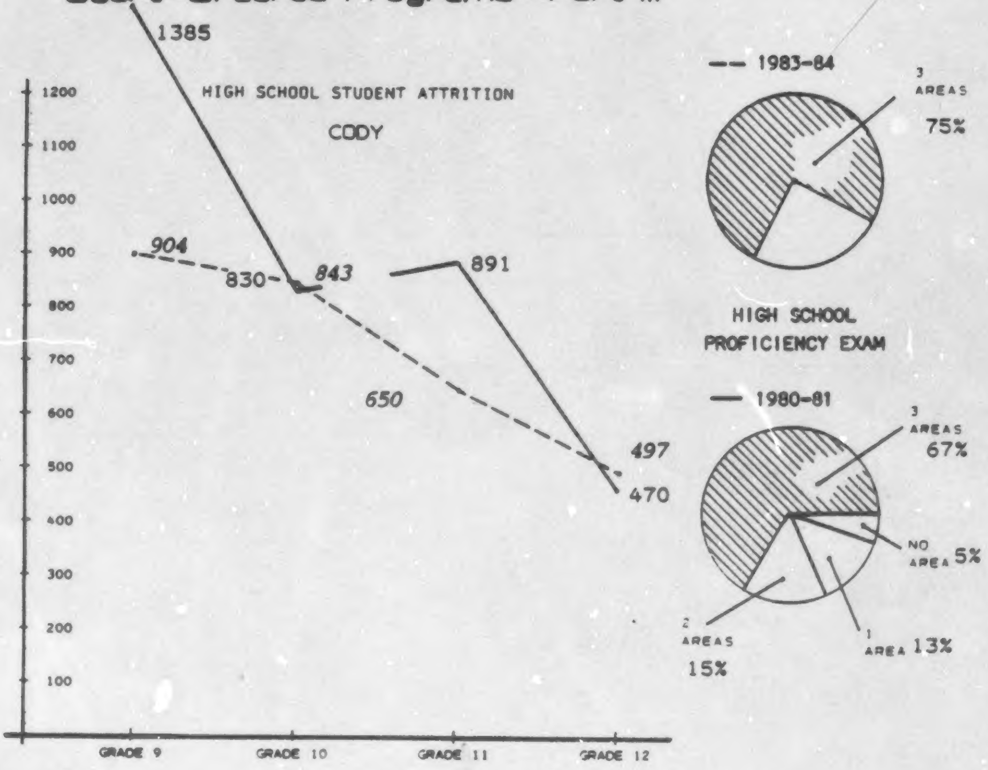
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	28.0	(5)	5.7	(1)
1980-81	47.7	(13)	8.2	(3)
1983-84	30.5	(19)	8.1	(5)

* per 100 students in membership

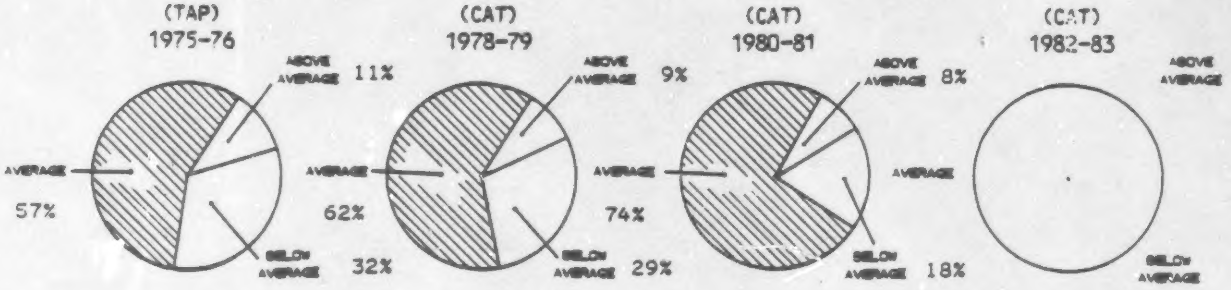
---

* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

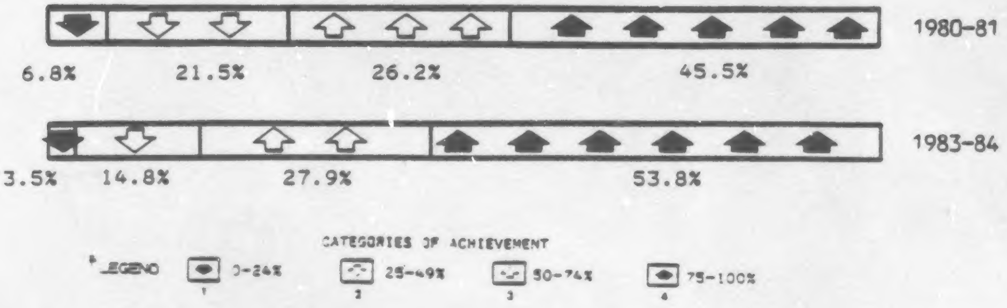
Assessment of Individual School's Delivery of Court-Ordered Programs—Part III



11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



COPY

BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

CODY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 3 (0) = 1 (-) = 1	.40	(+) = 4 (0) = (-) = 1	.60	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = (-) = 4	.47	(+) = 8 (0) = 2 (-) = 5	.20	(+) = 3 (0) = (-) = 3	0.0
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 10 (0) = 2 (-) =	.83	(+) = (0) = (-) = 4	-1.0
VOCATIONAL EDUCATION	(+) = 6 (0) = (-) = 1	.71	(+) = 6 (0) = (-) = 1	.71	(+) = (0) = 6 (-) =	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 5 (0) = 2 (-) = 2	.33	(+) = 5 (0) = 2 (-) = 2	.33	(+) = 8 (0) = (-) = 2	.60
STUDENT CODE OF CONDUCT	(+) = 12 (0) = 4 (-) =	.75	(+) = 13 (0) = 2 (-) = 1	.75	(+) = 3 (0) = 3 (-) = 4	- .10
READING AND COMMUNICATION SKILLS	(+) = (0) = 3 (-) =	0.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = (0) = 5 (-) =	0.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.54
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.60
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

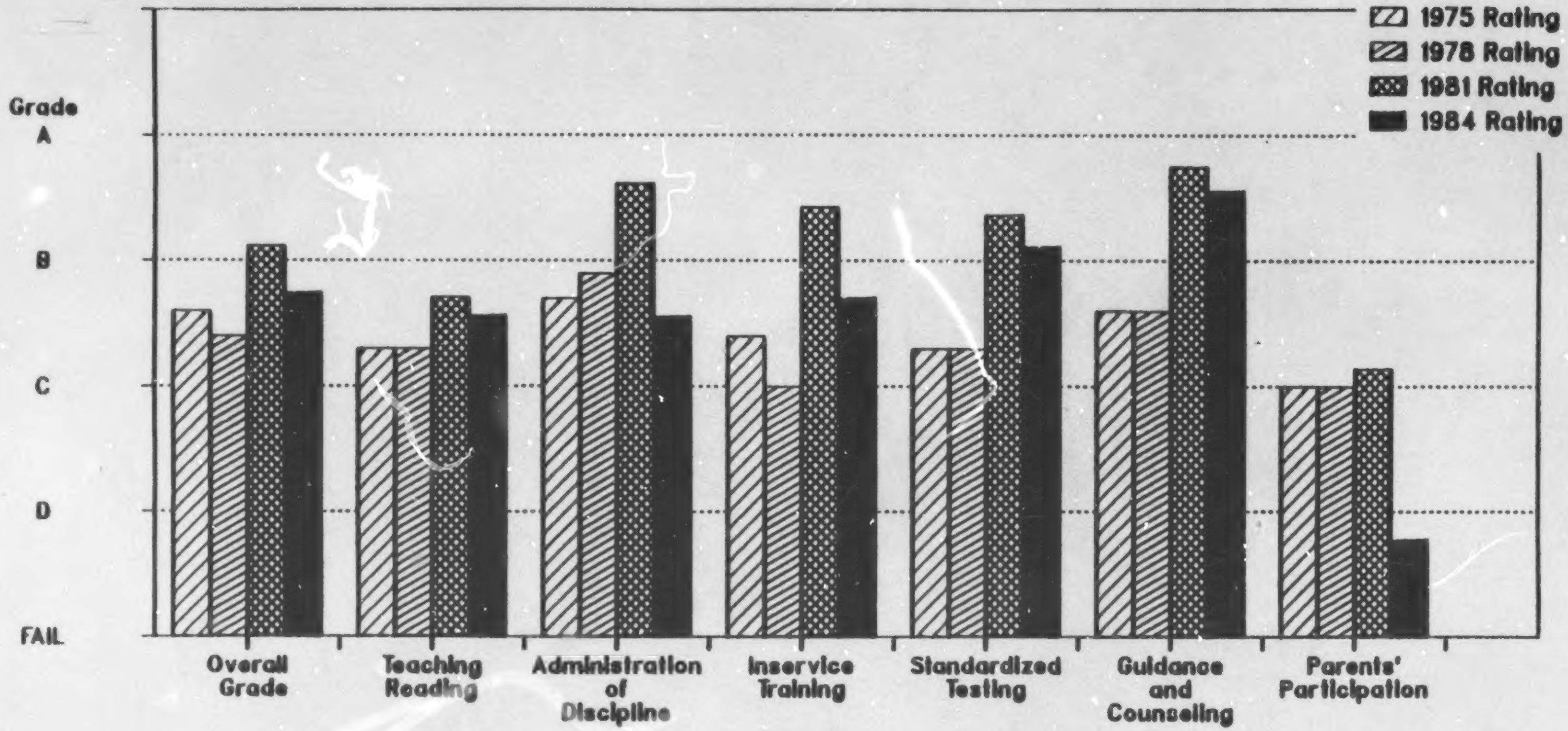
CODY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 17 (0) = (-) =	1.0	(+) = 6 (0) = 4 (-) = 3	.23	(+) = 4 (0) = 10 (-) = 8	-.18
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = (-) = 1	.94	(+) = 27 (0) = 2 (-) = 2	.81	(+) = 39 (0) = 9 (-) = 5	.64
INSERVICE TRAINING	(+) = 25 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 1	.86	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 17 (0) = (-) = 1	.94	(+) = 17 (0) = (-) = 1	.89	(+) = 28 (0) = 4 (-) = 4	.67
SCHOOL-COMMUNITY RELATIONS	(+) = 47 (0) = 1 (-) =	.98	(+) = 29 (0) = 1 (-) = 15	.31	(+) = 13 (0) = 3 (-) = 8	.21
STUDENT CODE OF CONDUCT	(+) = 26 (0) = (-) =	1.0	(+) = 21 (0) = (-) = 1	.91	(+) = 7 (0) = 1 (-) = 7	0.0
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) =	1.0	(+) = 15 (0) = (-) =	1.0	(+) = 9 (0) = 4 (-) = 2	.47
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 13 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.98
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.69
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.40

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
CODY HIGH SCHOOL

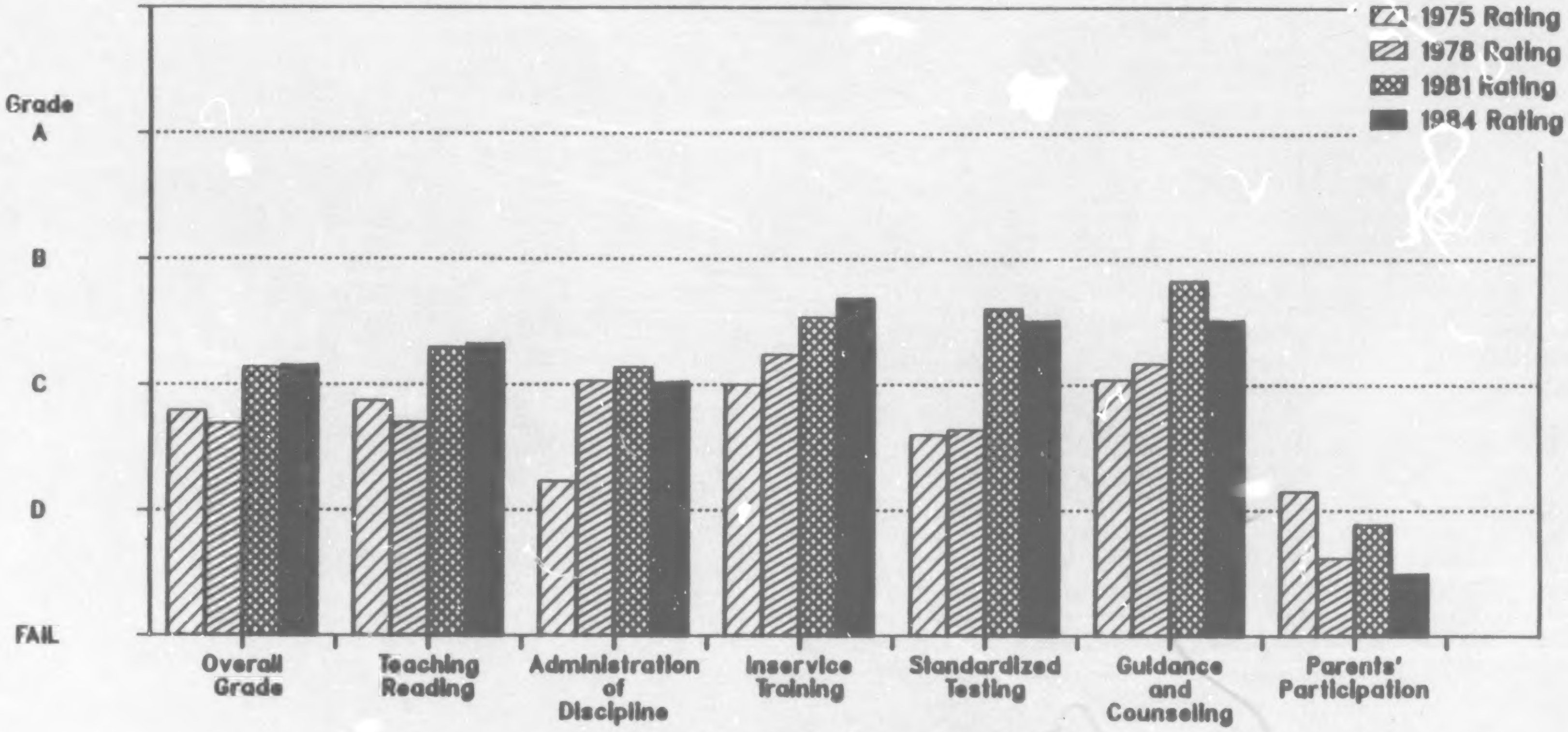


Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-64

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
CODY HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

MACKENZIE HIGH SCHOOL

BEST COPY AVAILABLE

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

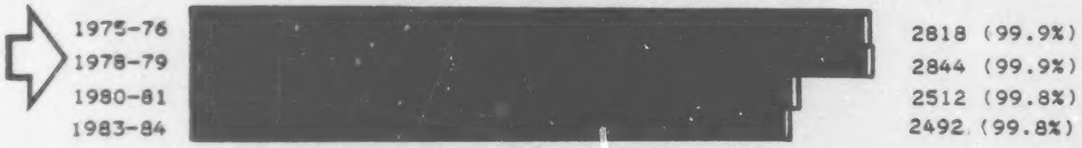
1975 - 1984

INDIVIDUAL SCHOOL PROFILE
OF

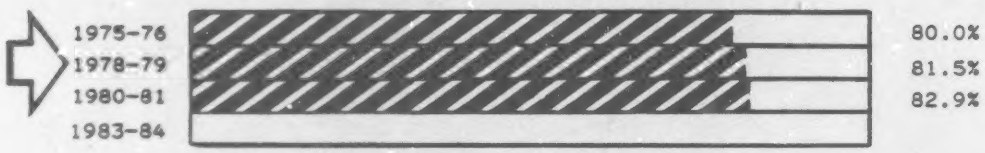
MACKENZIE HIGH SCHOOL

School Characteristics*

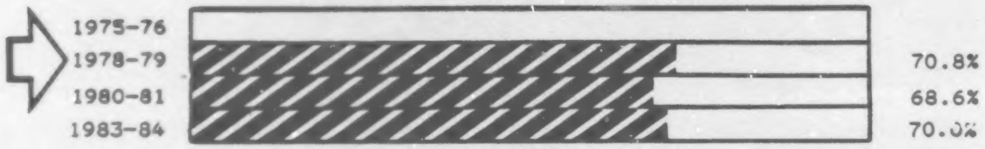
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

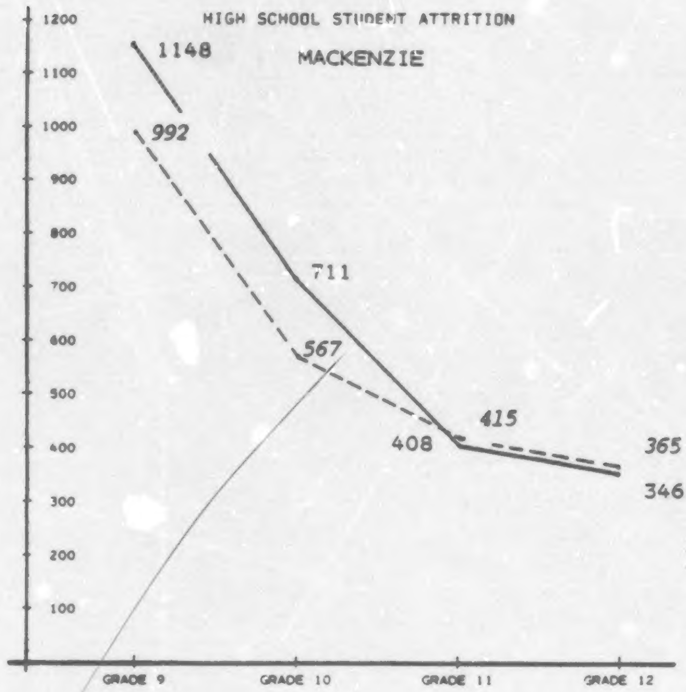
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	24.4	(7)	3.0	(10)
1980-81	22.6	(19)	7.7	(4)
1983-84	58.3	(8)	2.5	(17)

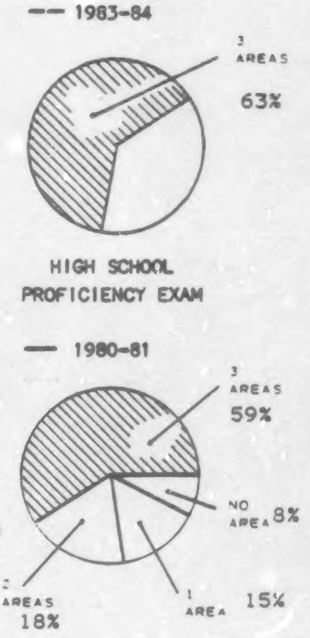
* per 100 students in membership

---

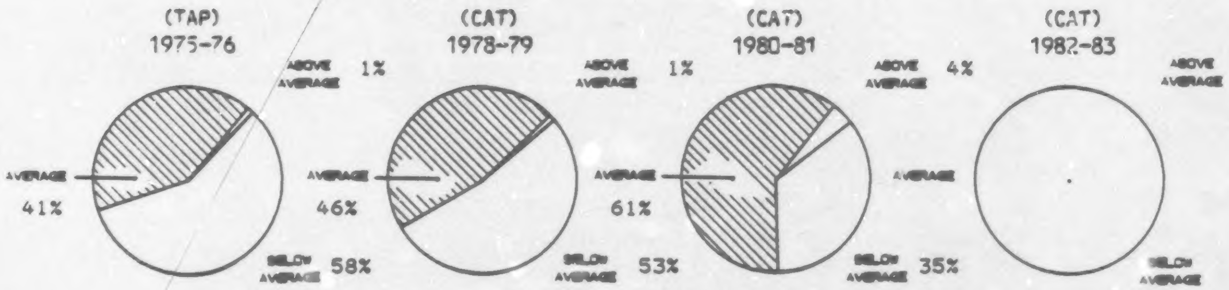
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

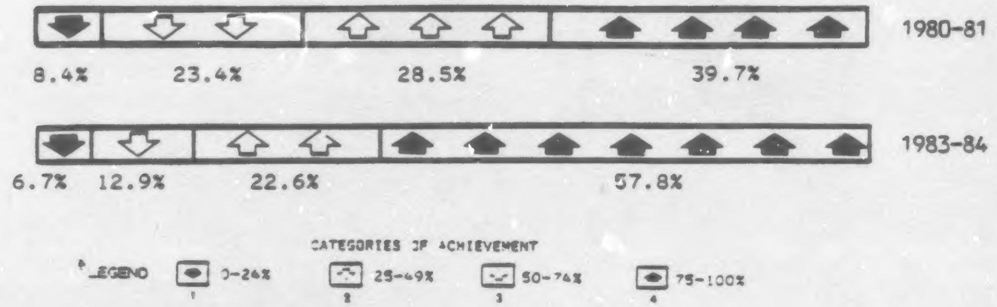




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING[*]



U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

MACKENZIE HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 10 (0) = 3 (-) = 2	.53	(+) = 7 (0) = 4 (-) = 4	.20	(+) = 2 (0) = (-) = 4	- .33
INSERVICE TRAINING	(+) = 1 (0) = 9 (-) = 2	- .08	(+) = 9 (0) = (-) = 3	.50	(+) = (0) = 4 (-) =	0.0
VOCATIONAL EDUCATION	(+) = 5 (0) = 2 (-) =	.71	(+) = 4 (0) = 3 (-) =	.57	(+) = 3 (0) = (-) = 3	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = (-) = 3	.33	(+) = 8 (0) = 1 (-) =	.89	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 13 (0) = 4 (-) = 2	.69	(+) = 6 (0) = 1 (-) = 9	- .19	(+) = 2 (0) = 4 (-) = 4	- .20
READING AND COMMUNICATION SKILLS	(+) = (0) = 3 (-) =	0.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80
TESTING	(+) = (0) = 5 (-) =	0.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.35
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.35
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE	OR ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

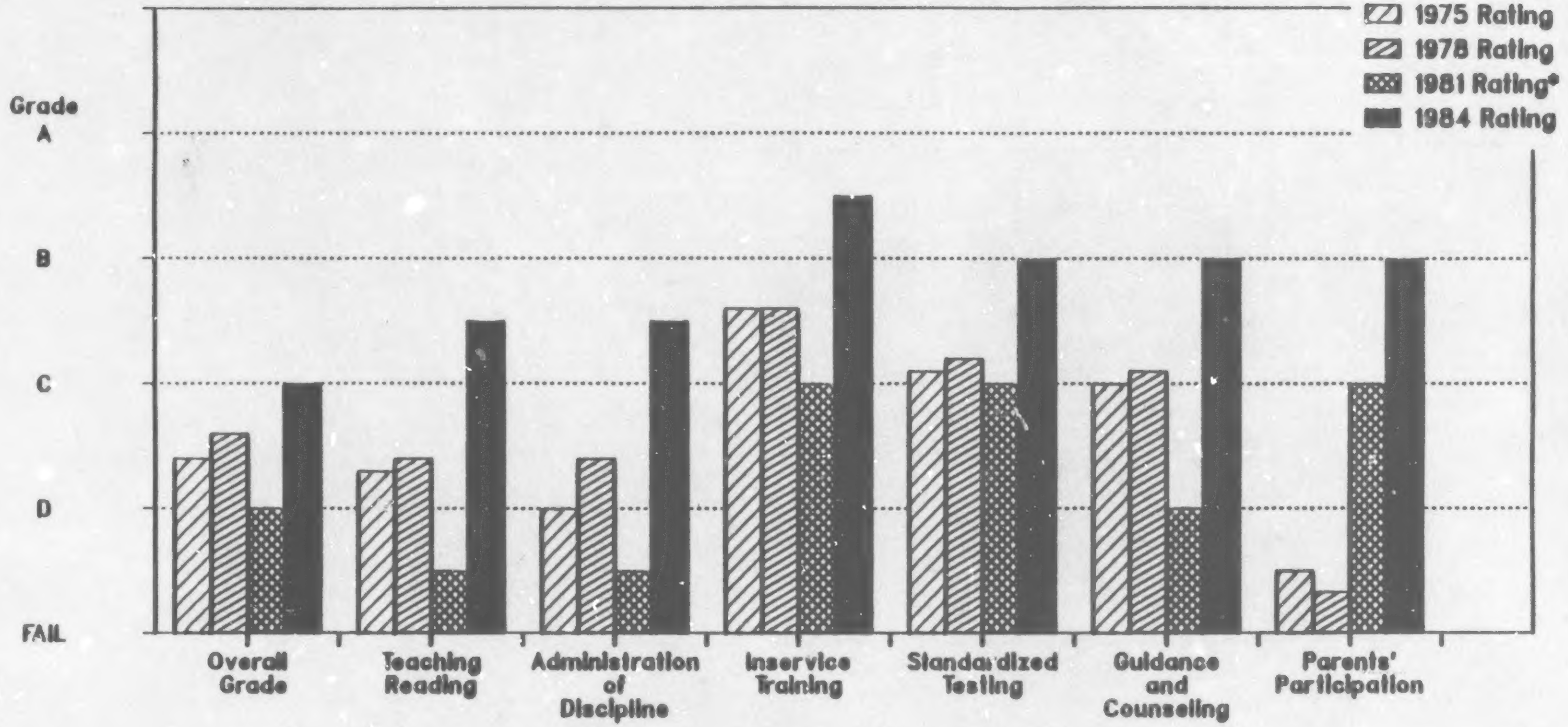
MACKENZIE HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 1 (0) = 18 (-) = 2	-.05	(+) = (0) = 10 (-) = 2	-.17	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = (-) = 1	.94	(+) = 25 (0) = 2 (-) = 4	.68	(+) = 33 (0) = 9 (-) = 11	.42
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 3	.63	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 21 (0) = 2 (-) =	.92	(+) = 16 (0) = 3 (-) = 4	.52	(+) = 13 (0) = 8 (-) = 15	-.06
SCHOOL-COMMUNITY RELATIONS	(+) = 42 (0) = 6 (-) =	.88	(+) = 26 (0) = 9 (-) = 12	.30	(+) = 12 (0) = 4 (-) = 8	.17
STUDENT CODE OF CONDUCT	(+) = 25 (0) = 1 (-) =	.96	(+) = 19 (0) = 1 (-) = 1	.86	(+) = 7 (0) = 2 (-) = 6	.06
READING AND COMMUNICATION SKILLS	(+) = 27 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 2	.73	(+) = 10 (0) = 1 (-) = 4	.40
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.86
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.53
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.19

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
MACKENZIE HIGH SCHOOL



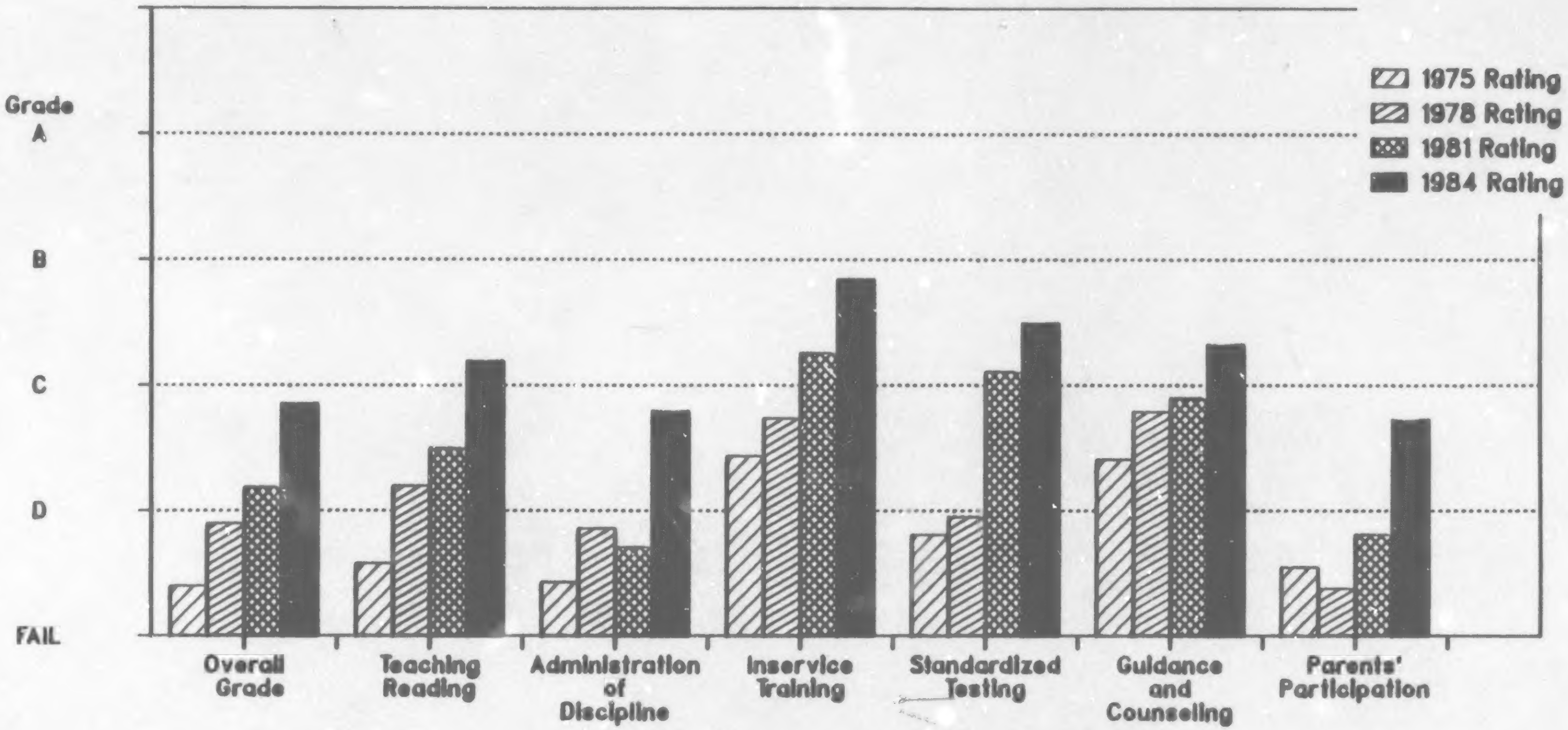
Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* 1981 ratings are retrospective.

C-72

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
MACKENZIE HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

COOLEY HIGH SCHOOL

BEST COPY AVAILABLE

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

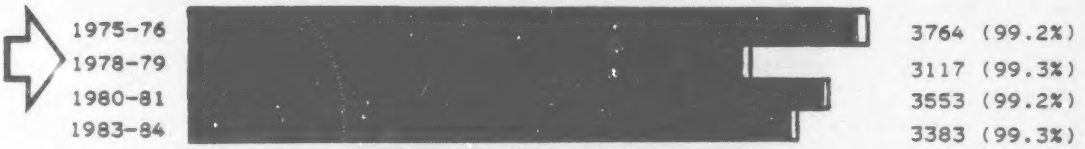
1975 - 1984

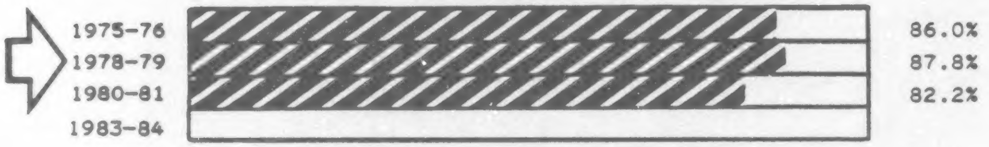
INDIVIDUAL SCHOOL PROFILE

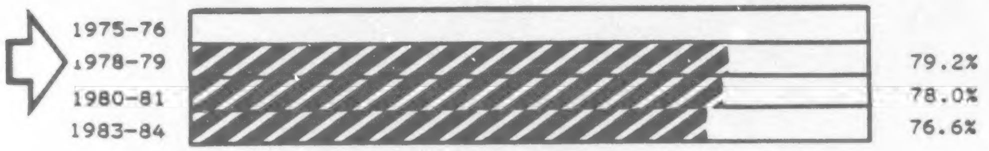
OF

COOLEY HIGH SCHOOL

School Characteristics*


MEMBERSHIP (% BLACK)


AVERAGE RECORD PERIOD ATTENDANCE


AVERAGE CLASSROOM ATTENDANCE

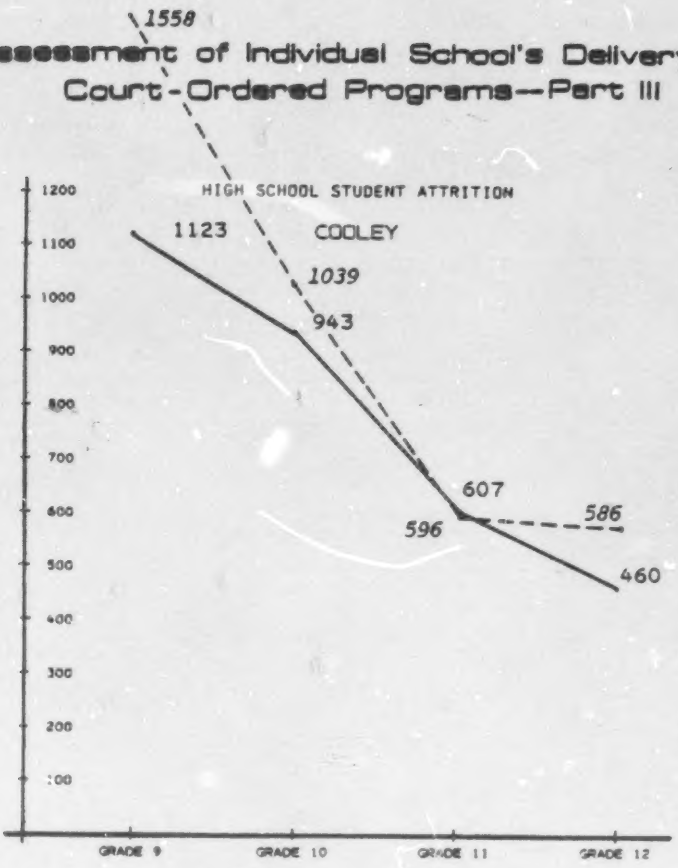
DISCIPLINARY ACTIVITY *

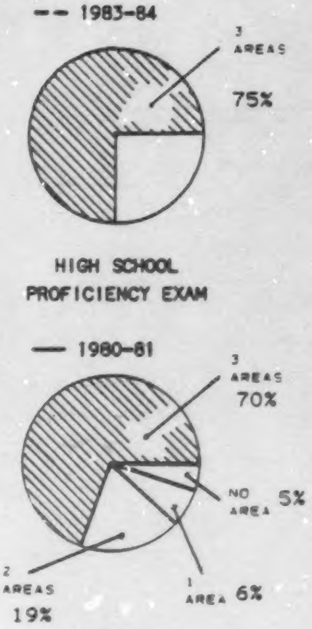
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	5.7	(15)	4.8	(3)
1980-81	36.1	(16)	7.6	(5)
1983-84	40.6	(16)	8.2	(4)

* per 100 students in membership

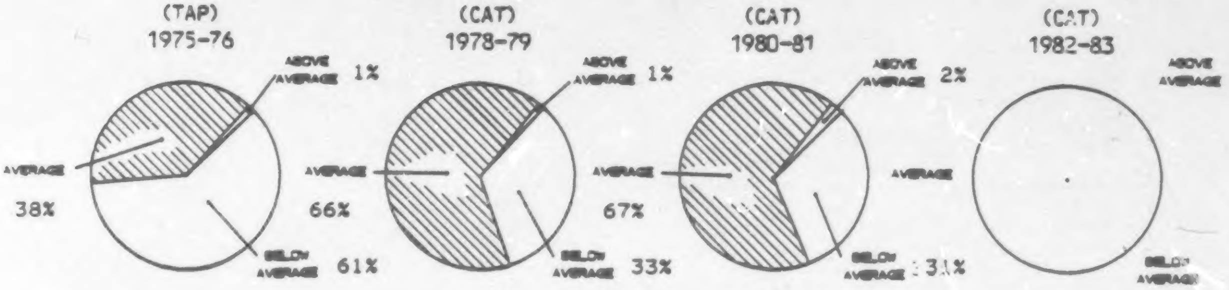
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

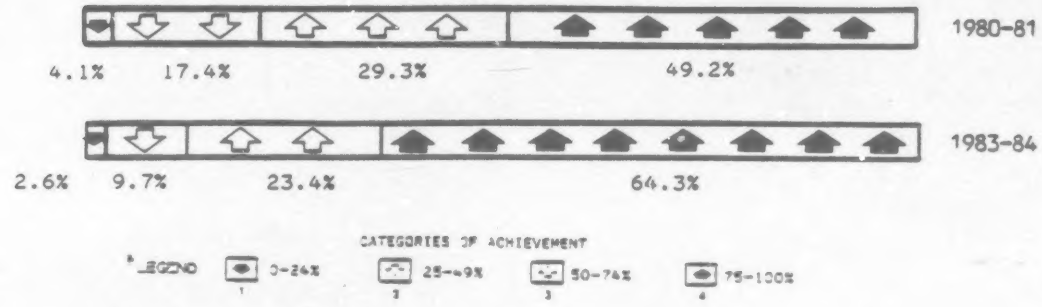




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

COOLEY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 2 (0) = 1 (-) = 2	0.0	(+) = 2 (0) = 2 (-) = 1	.20	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 9 (0) = 3 (-) = 3	.40	(+) = 8 (0) = 2 (-) = 5	.20	(+) = 6 (0) = (-) =	1.0
INSERVICE TRAINING	(+) = 10 (0) = 1 (-) = 1	.75	(+) = 10 (0) = 1 (-) = 1	.75	(+) = 2 (0) = (-) =	0.0
VOLATIONAL EDUCATION	(+) = 6 (0) = (-) = 1	.71	(+) = 5 (0) = 1 (-) = 1	.51	(+) = (0) = 6 (-) =	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = (-) = 3	.33	(+) = 6 (0) = 1 (-) = 2	.44	(+) = 6 (0) = (-) = 4	.20
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 2 (-) =	.88	(+) = 14 (0) = 1 (-) =	.81	(+) = 9 (0) = 1 (-) =	.90
READING AND COMMUNICATION SKILLS	(+) = 2 (0) = 1 (-) =	.67	(+) = 2 (0) = 1 (-) =	.67	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.61
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.57
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

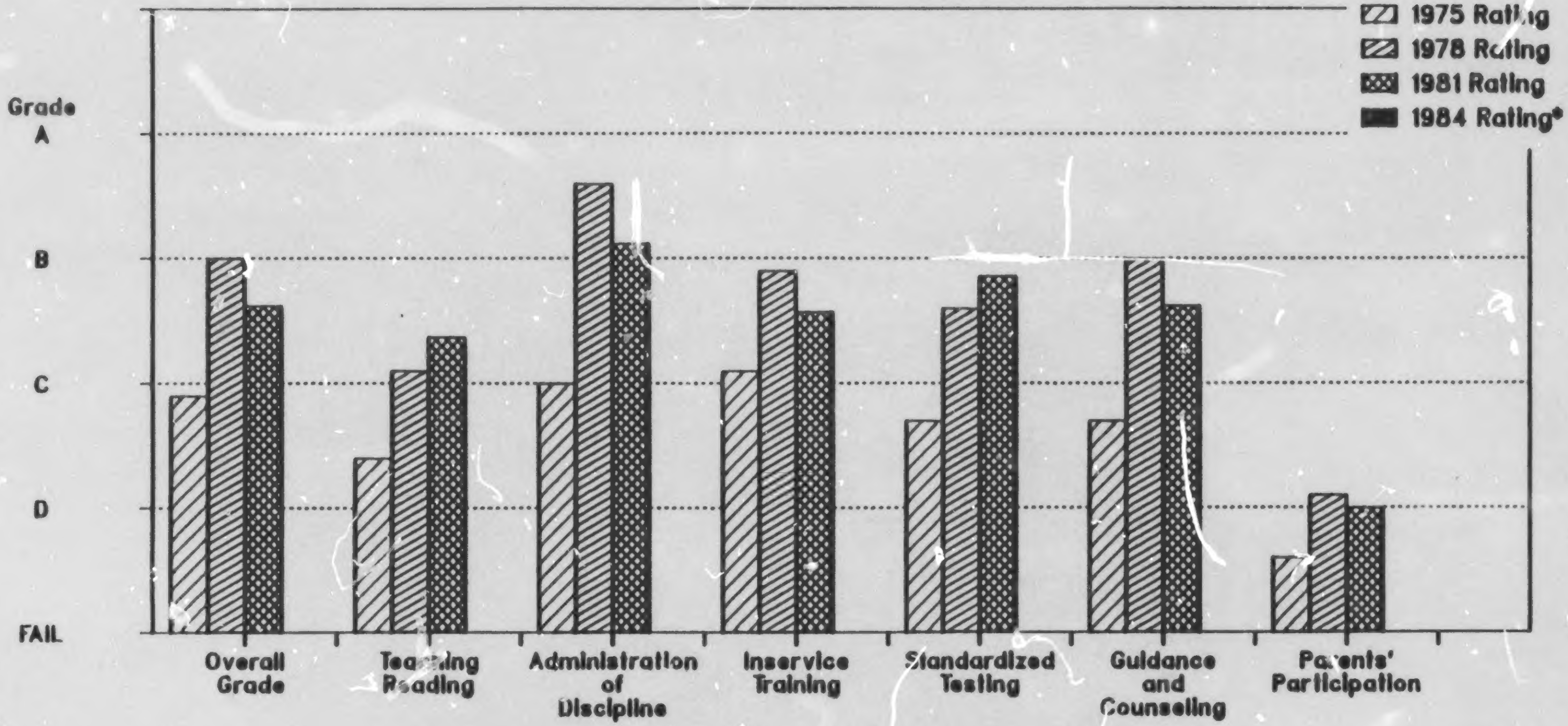
COOLEY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 14 (0) = (-) =	1.0	(+) = 4 (0) = 5 (-) = 2	.18	(+) = 2 (0) = 11 (-) = 7	-.25
COUNSELING AND CAREER GUIDANCE	(+) = (0) = (-) =	*Missing data*	(+) = (0) = (-) =	*Missing data*	(+) = 26 (0) = 17 (-) = 10	.30
INSERVICE TRAINING	(+) = 24 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 20 (0) = 3 (-) =	.87	(+) = 18 (0) = 3 (-) = 2	.70	(+) = 24 (0) = 5 (-) = 7	.47
SCHOOL-COMMUNITY RELATIONS	(+) = 43 (0) = 1 (-) =	.98	(+) = 25 (0) = 3 (-) = 15	.23	(+) = 10 (0) = 4 (-) = 10	0.0
STUDENT CODE OF CONDUCT	(+) = (0) = (-) =	*Missing data*	(+) = (0) = (-) =	*Missing data*	(+) = 8 (0) = 2 (-) = 5	.20
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) =	1.0	(+) = 14 (0) = (-) = 1	.87	(+) = 7 (0) = 4 (-) = 4	.20
TESTING	(+) = 14 (0) = 1 (-) =	.93	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.97
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.55
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.21

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

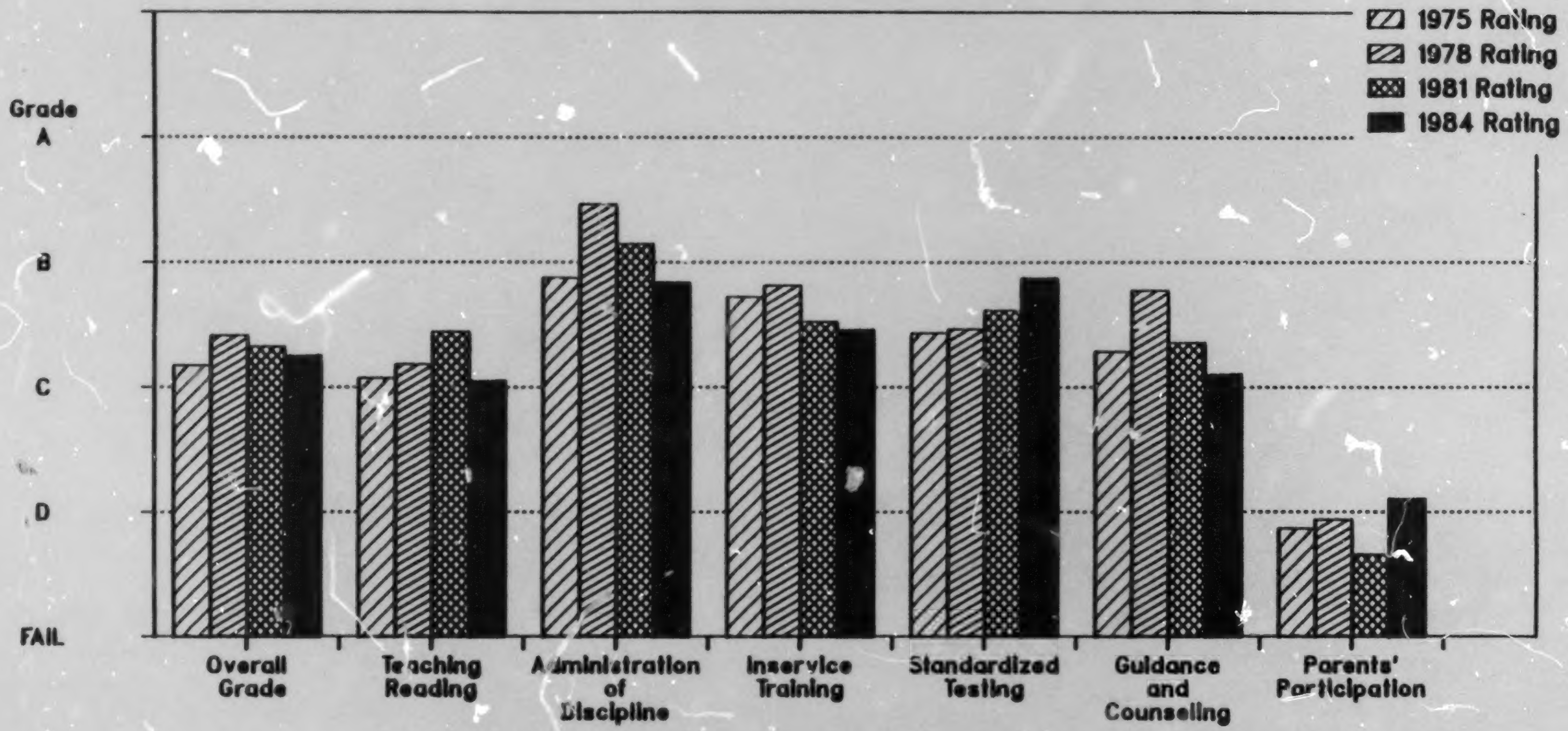
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 COOLEY HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Insufficient data.

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 COOLEY HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-81

HENRY FORD HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

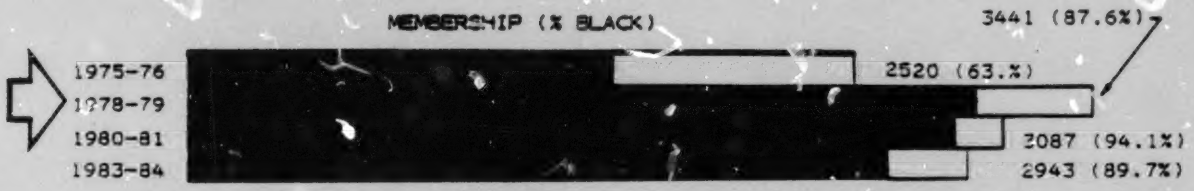
1975 - 1984

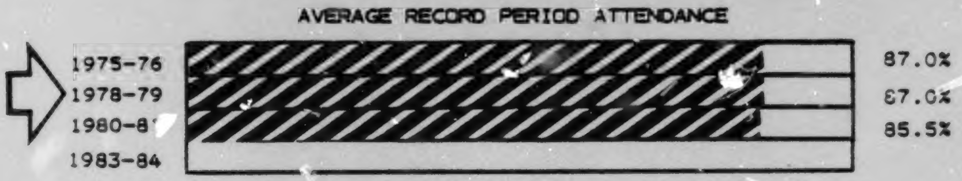
INDIVIDUAL SCHOOL PROFILE

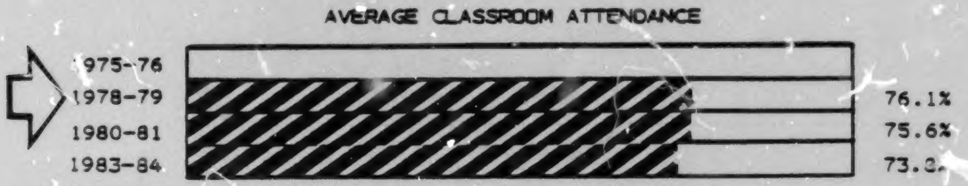
OF

HENRY FORD HIGH SCHOOL

School Characteristics*


MEMBERSHIP (% BLACK)


AVERAGE RECORD PERIOD ATTENDANCE


AVERAGE CLASSROOM ATTENDANCE

DISCIPLINARY ACTIVITY *

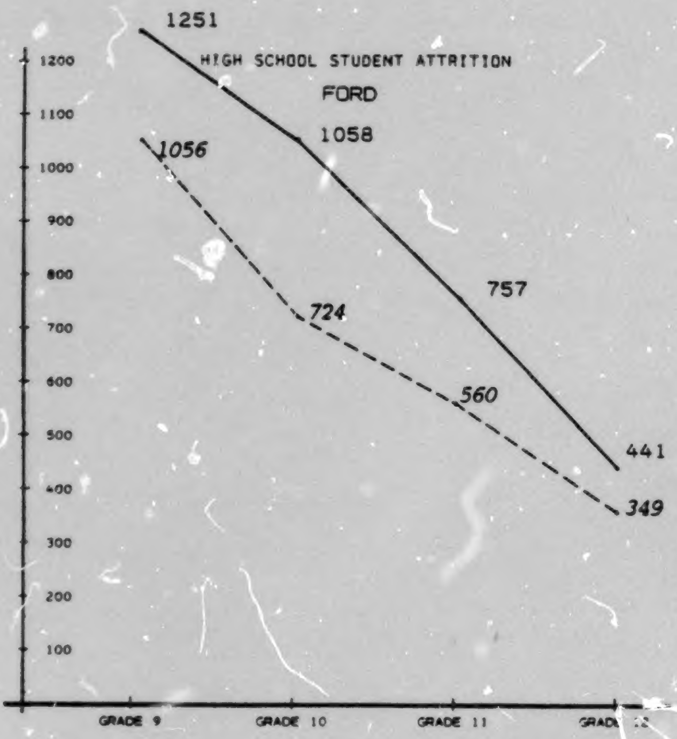
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	20.9	(10)	2.2	(13)
1980-81	103.8	(1)	5.8	(8)
1983-84	85.3	(1)	6.1	(10)

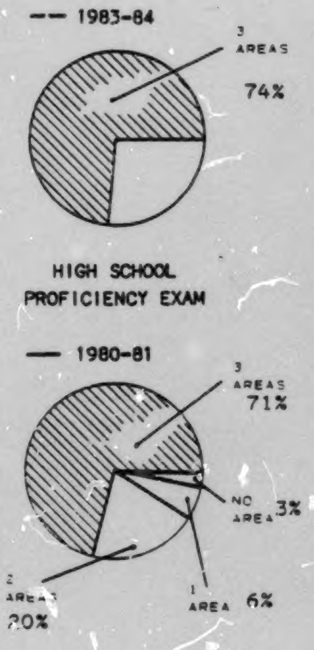
* per 100 students in membership

---

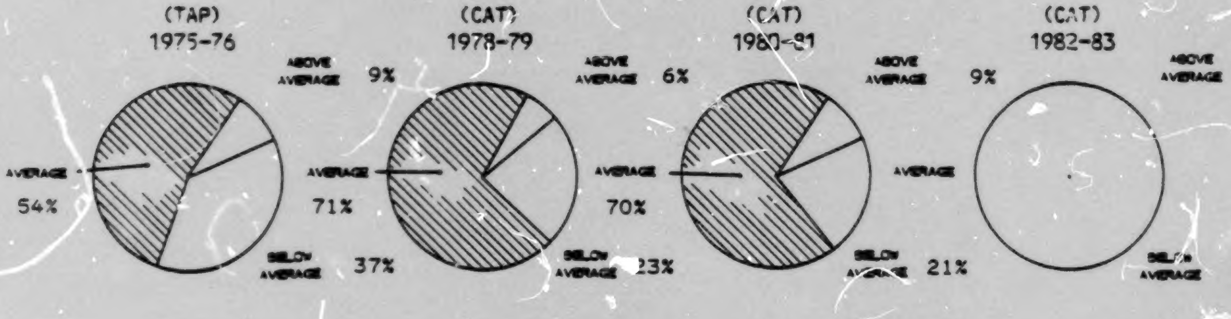
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

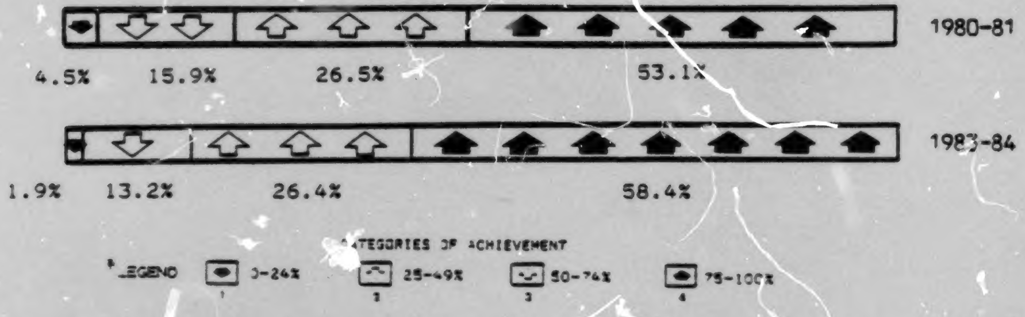




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

HENRY FORD HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 1 (0) = 2 (-) = 1	0.0	(+) = 1 (0) = 1 (-) = 2	- .25	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = (-) = 4	.47	(+) = 6 (0) = 4 (-) = 5	.07	(+) = 5 (0) = (-) = 1	.67
INSERVICE TRAINING	(+) = 11 (0) = 1 (-) =	.92	(+) = 8 (0) = 2 (-) = 2	.50	(+) = (0) = 4 (-) =	0.0
VOCATIONAL EDUCATION	(+) = 6 (0) = 1 (-) =	.86	(+) = 4 (0) = 1 (-) = 2	.29	(+) = (0) = 6 (-) =	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 1 (-) = 2	.44	(+) = 6 (0) = 2 (-) = 1	.56	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 13 (0) = 2 (-) = 1	.75	(+) = 13 (0) = 2 (-) = 1	.75	(+) = 5 (0) = 4 (-) = 1	.40
READING AND COMMUNICATION SKILLS	(+) = 2 (0) = 1 (-) =	.67	(+) = 2 (0) = 1 (-) =	.67	(+) = 3 (0) = 1 (-) = 1	.40
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.66
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.44
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

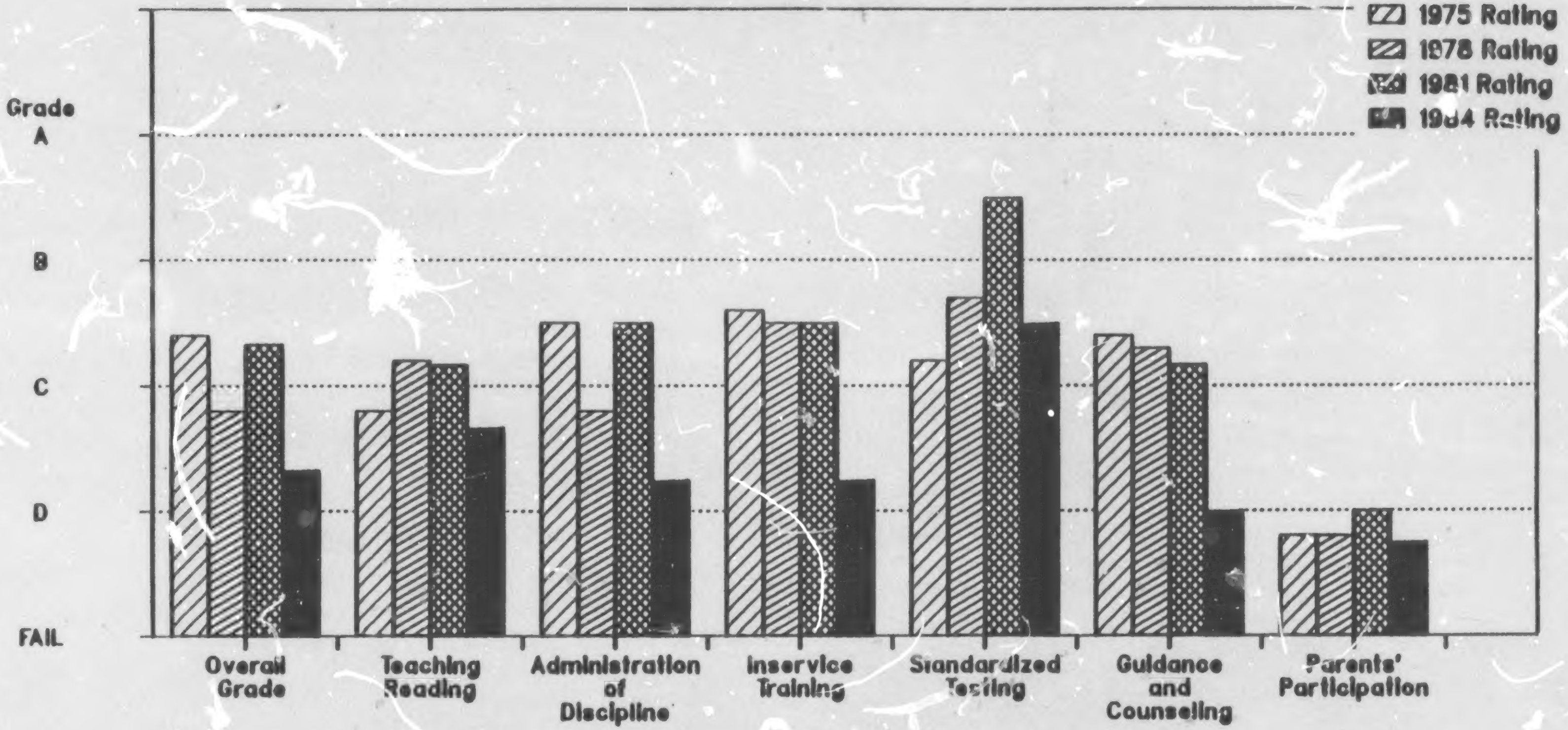
HENRY FORD HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 21 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 35 (0) = (-) =	1.0	(+) = 27 (0) = (-) = 4	.74	(+) = 33 (0) = 11 (-) = 9	.45
INSERVICE TRAINING	(+) = (0) = 33 (-) =	0.0	(+) = (0) = 16 (-) =	0.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = (0) = 23 (-) =	0.0	(+) = (0) = 23 (-) =	0.0	(+) = 16 (0) = 4 (-) = 10	.20
SCHOOL-COMMUNITY RELATIONS	(+) = 47 (0) = (-) =	1.0	(+) = 36 (0) = 1 (-) = 8	.62	(+) = 7 (0) = 15 (-) = 2	.21
STUDENT CODE OF CONDUCT	(+) = 26 (0) = (-) =	1.0	(+) = 16 (0) = (-) =	1.0	(+) = 6 (0) = 3 (-) = 6	0.0
READING AND COMMUNICATION SKILLS	(+) = 23 (0) = 1 (-) = 1	.88	(+) = 14 (0) = (-) = 1	.87	(+) = 8 (0) = 5 (-) = 2	.40
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 13 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	**ABILITY** OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.76
INDEX II. ASSESSMENT	⇨	**ADEQUACY** OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.54
INDEX III. ASSESSMENT	⇨	**ASSESSMENT OF COMPLIANCE** WITH SPECIFIC CRITERIA.	.25

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
HENRY FORD HIGH SCHOOL

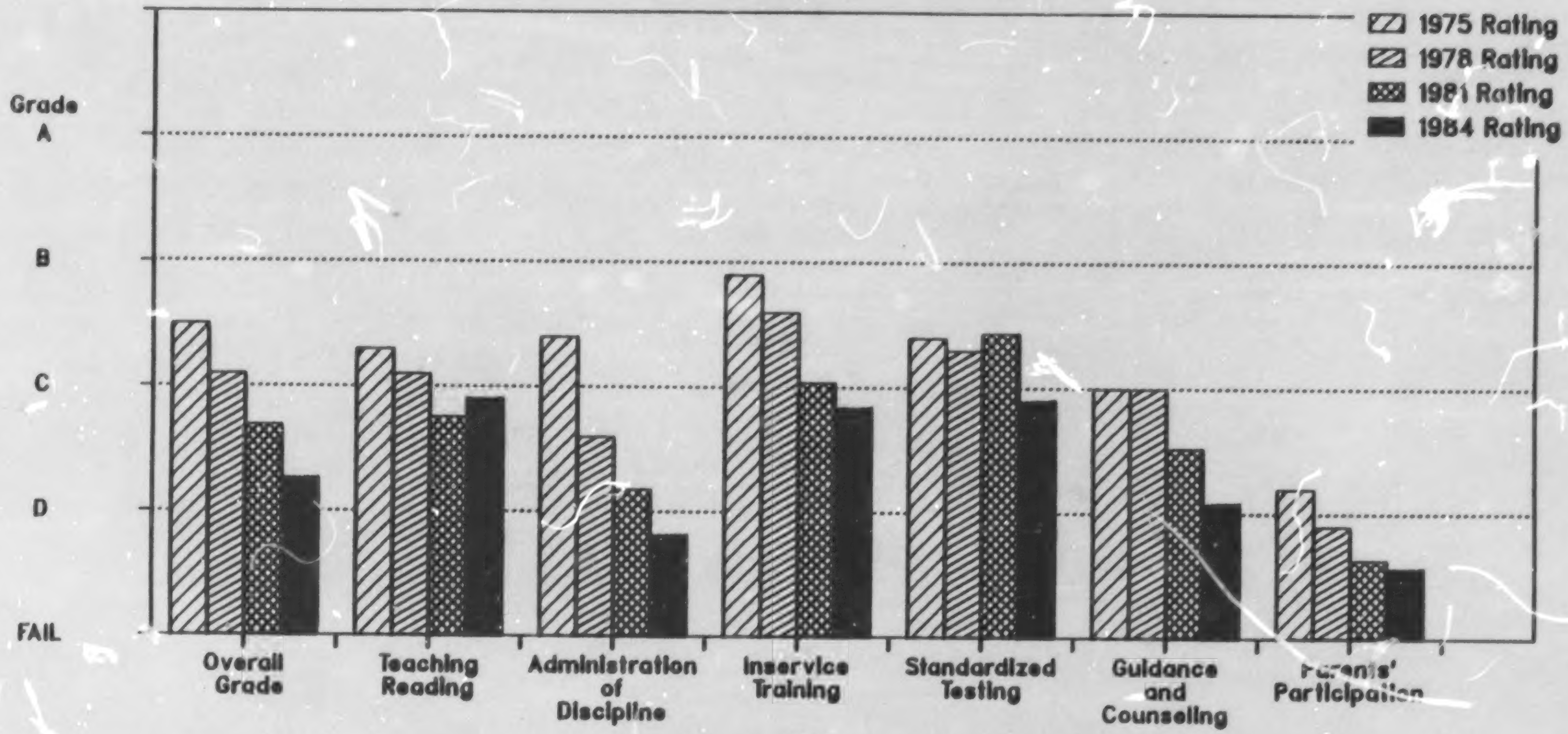


Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

COPY

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
HENRY FORD HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

REDFORD HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

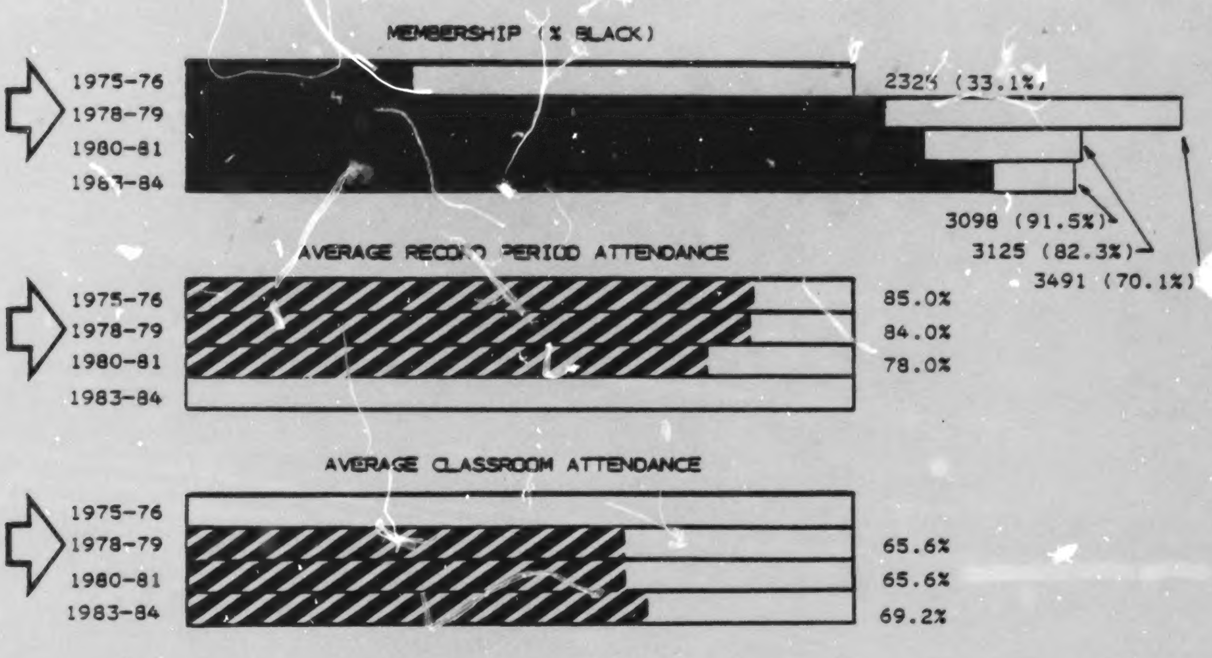
1975 - 1984

INDIVIDUAL SCHOOL PROFILE

OF

REDFORD HIGH SCHOOL

School Characteristics*



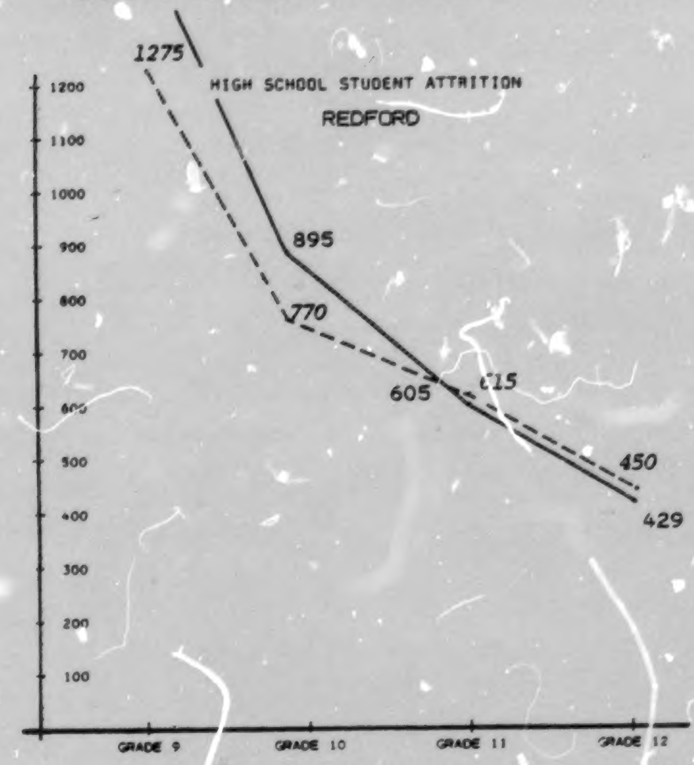
DISCIPLINARY ACTIVITY *

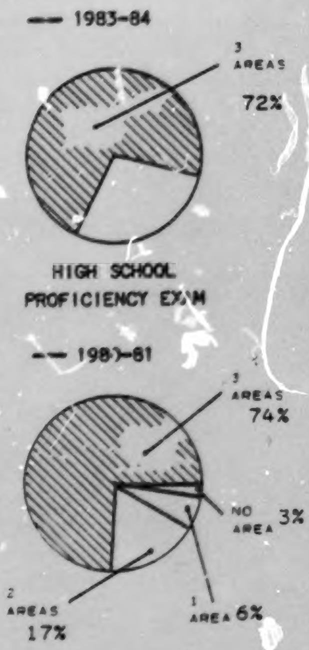
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	21.0	(9)	3.5	(9)
1980-81	30.4	(6)	6.3	(7)
1983-84	45.0	(15)	8.1	(5)

* per 100 students in membership

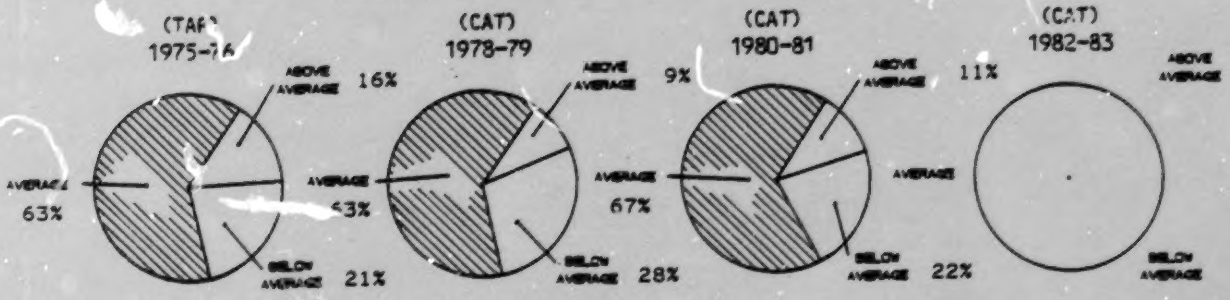
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

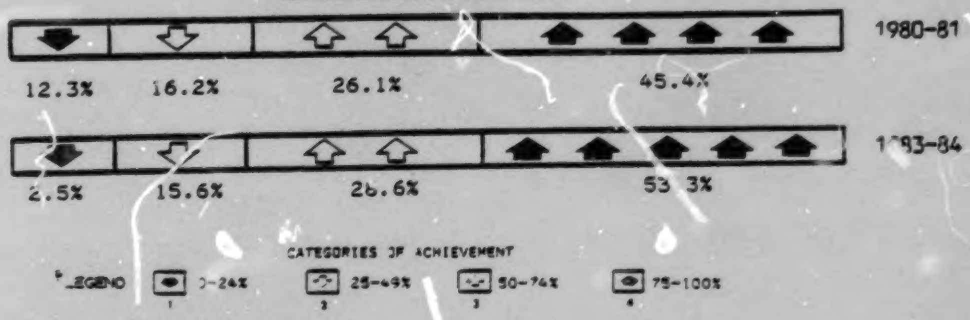




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

REDFORD HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = 1 (0) = (-) = 1	0.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 12 (0) = 1 (-) = 2	.67	(+) = 9 (0) = 4 (-) = 2	.47	(+) = 6 (0) = (-) =	1.0
INSERVICE TRAINING	(+) = 12 (0) = (-) =	1.0	(+) = 12 (0) = (-) =	1.0	(+) = 4 (0) = (-) =	1.0
VOCATIONAL EDUCATION	(+) = 6 (0) = (-) = 1	.71	(+) = 4 (0) = 2 (-) = 1	.43	(+) = 3 (0) = (-) = 3	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 8 (0) = (-) = 1	.78	(+) = 8 (0) = 1 (-) =	.89	(+) = 9 (0) = (-) = 1	.80
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 2 (-) =	.88	(+) = 14 (0) = 1 (-) =	.81	(+) = 5 (0) = (-) =	0.0
READING AND COMMUNICATION SKILLS	(+) = 1 (0) = 2 (-) =	.33	(+) = 2 (0) = 1 (-) =	.67	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT	.75
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.72
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

REDFORD HIGH SCHOOL

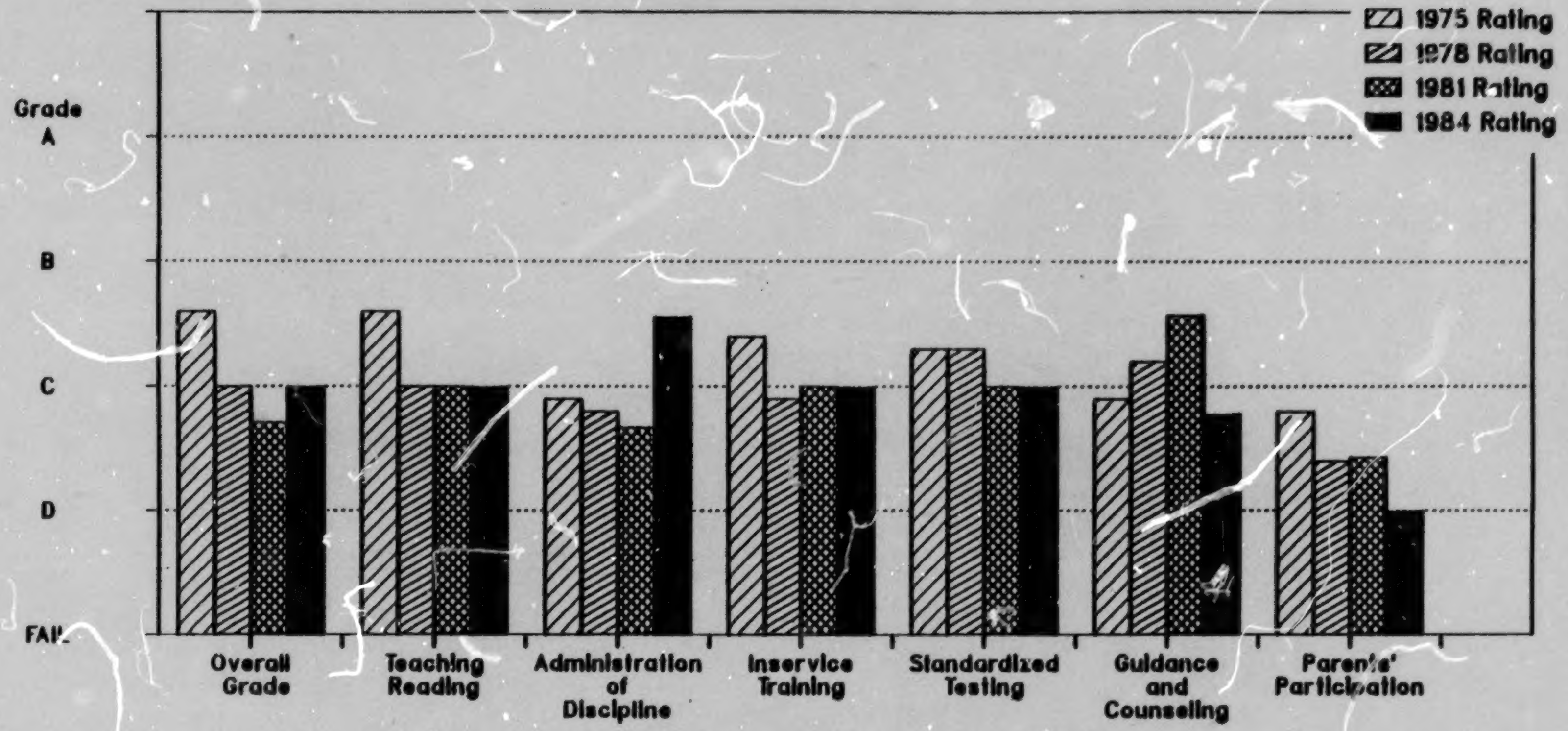
COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 2 (0) = 19 (-) =	.10	(+) = 2 (0) = 11 (-) =	.15	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 30 (0) = (-) = 1	.94	(+) = 25 (0) = (-) = 3	.79	(+) = 25 (0) = 16 (-) = 12	.25
INSERVICE TRAINING	(+) = 26 (0) = 1 (-) =	.96	(+) = 10 (0) = 7 (-) =	.59	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 18 (0) = (-) = 5	.57	(+) = 22 (0) = 8 (-) = 6	.44
SCHOOL-COMMUNITY RELATIONS	(+) = 41 (0) = 4 (-) =	.91	(+) = 33 (0) = 4 (-) = 6	.63	(+) = 15 (0) = 3 (-) = 6	.38
STUDENT CODE OF CONDUCT	(+) = 25 (0) = 2 (-) =	.93	(+) = 19 (0) = 2 (-) =	.90	(+) = 5 (0) = 2 (-) = 8	-.20
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) =	1.0	(+) = 14 (0) = (-) = 1	.87	(+) = 12 (0) = 1 (-) = 2	.67
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 6 (0) = (-) = 7	-.08	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.87
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.61
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.27

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984

REDFORD HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

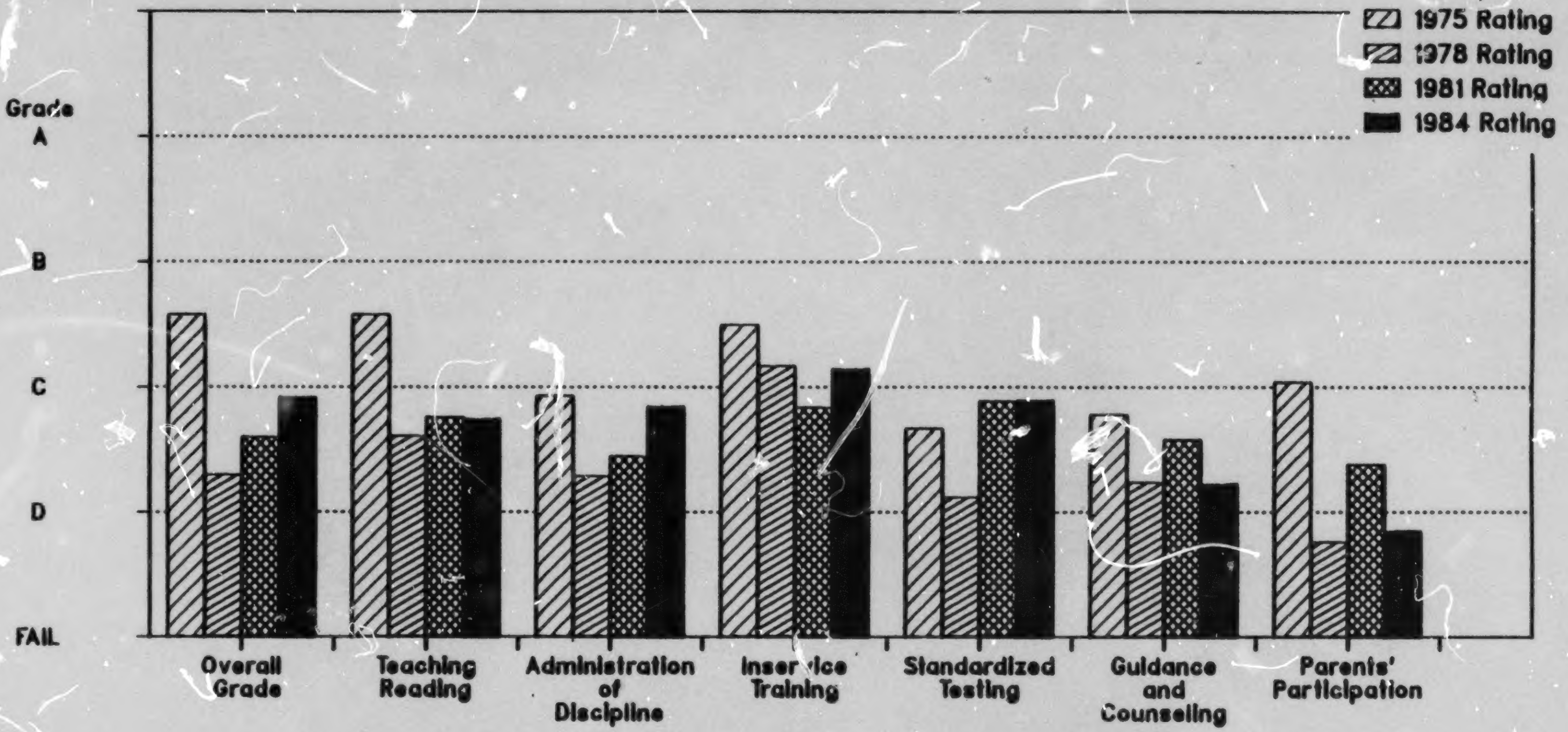
9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

COPY

96-C

C-97

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
REDFORD HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

CENTRAL HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

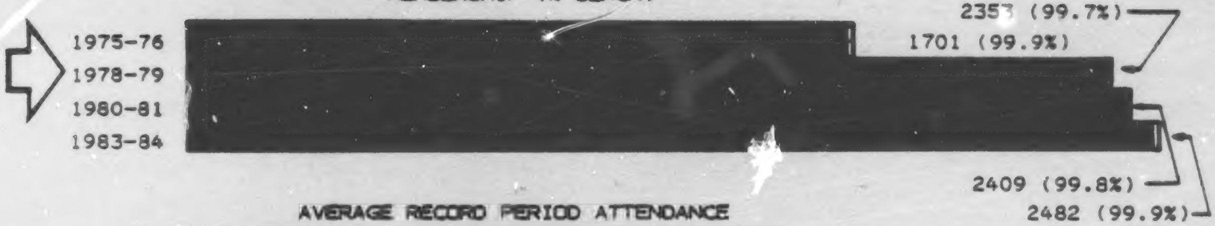
1975 - 1984

INDIVIDUAL SCHOOL PROFILE
OF

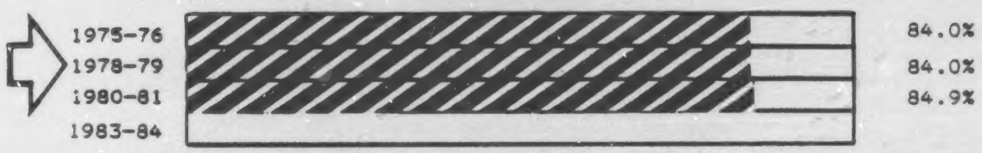
CENTRAL HIGH SCHOOL

School Characteristics*

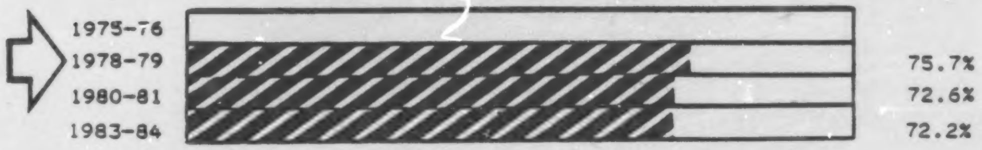
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

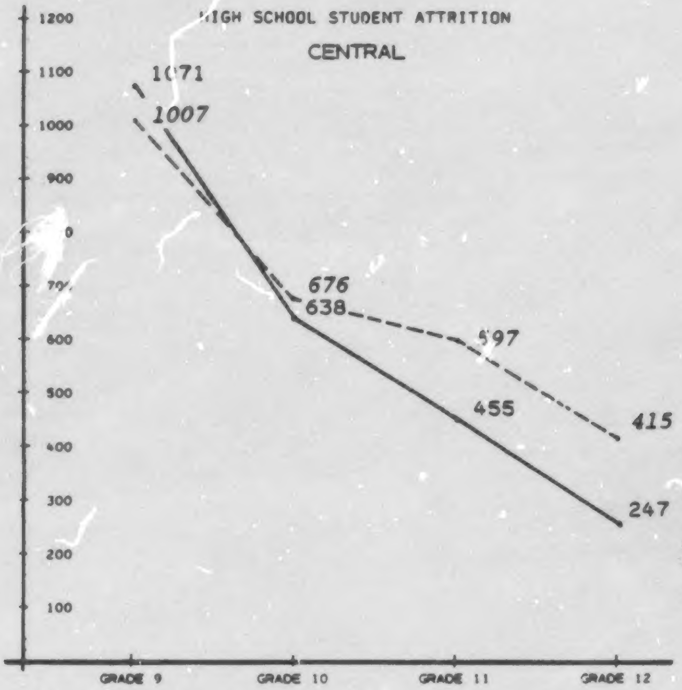
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	23.5	(8)	1.6	(16)
1980-81	55.8	(9)	1.7	(19)
1983-84	31.3	(18)	1.7	(19)

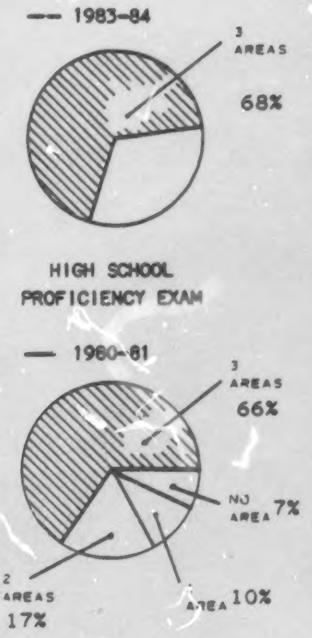
* per 100 students in membership

---

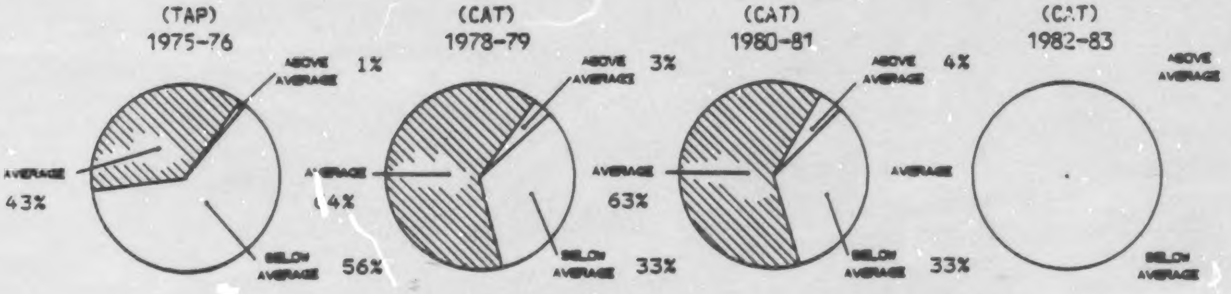
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

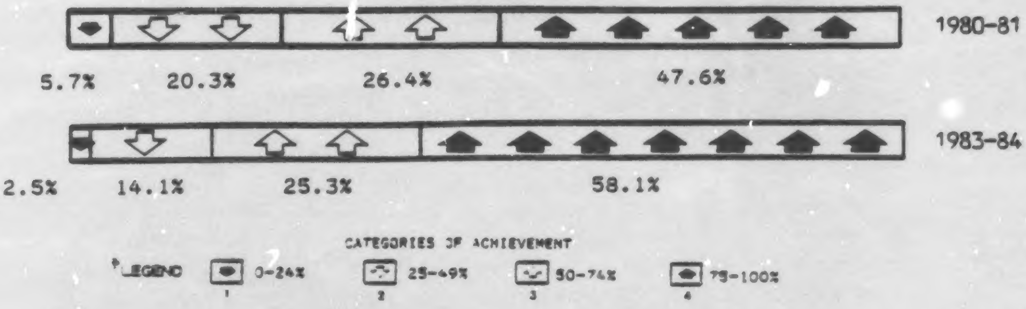




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

CENTRAL HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = 2 (-) =	0.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 10 (0) = (-) = 5	.33	(+) = 5 (0) = 1 (-) = 9	- .27	(+) = 2 (0) = (-) = 4	- .33
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 12 (0) = (-) =	1.0	(+) = (0) = (-) = 4	-1.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 4 (0) = 3 (-) =	.57	(+) = 3 (0) = (-) = 3	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 5 (0) = 1 (-) = 3	.22	(+) = 4 (0) = 2 (-) = 3	.11	(+) = 3 (0) = (-) = 7	- .40
STUDENT CODE OF CONDUCT	(+) = 15 (0) = 1 (-) =	.94	(+) = 13 (0) = 2 (-) = 1	.75	(+) = 6 (0) = (-) = 4	.20
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 2 (0) = 1 (-) =	.33	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.65
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.45
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

CENTRAL HIGH SCHOOL

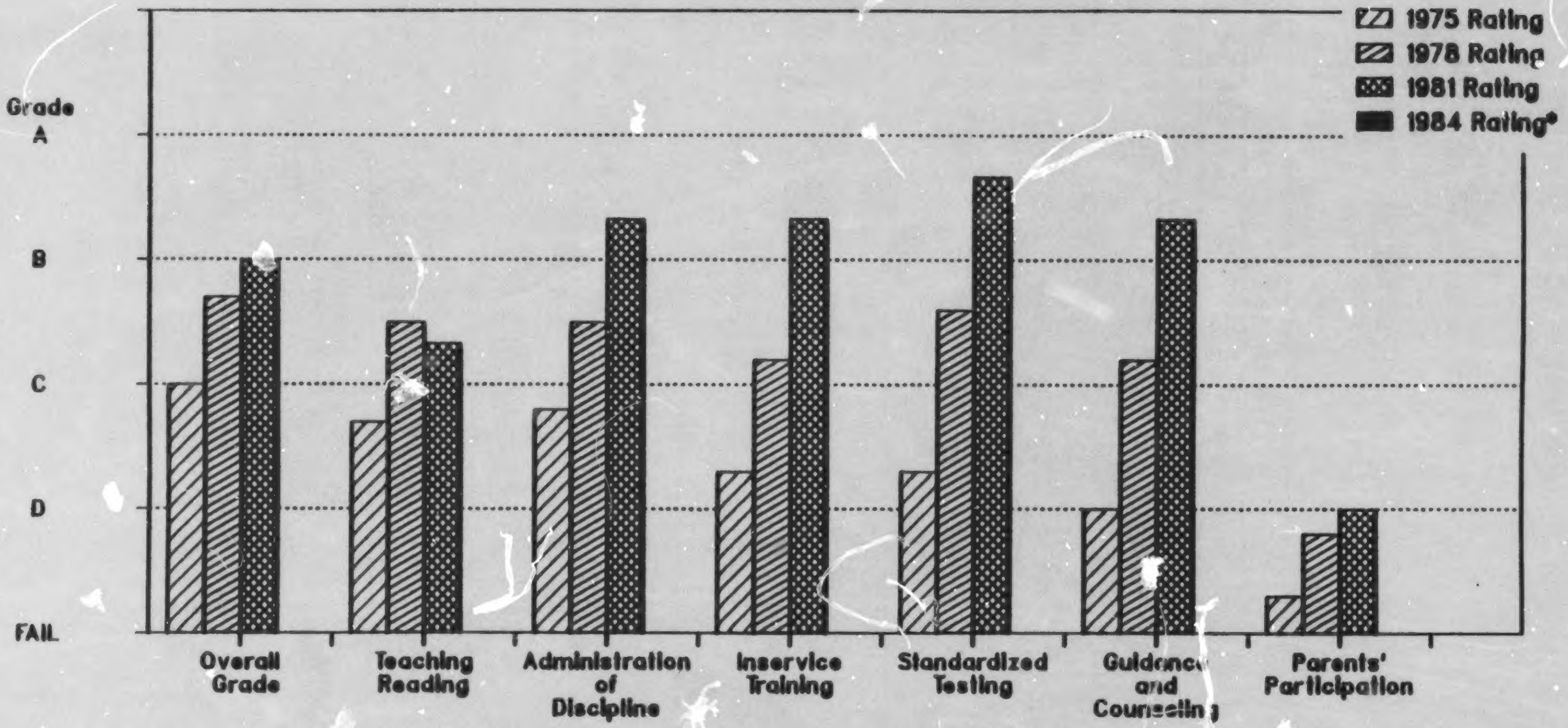
COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 15 (0) = 1 (-) =	.94	(+) = 2 (0) = 1 (-) = 2	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 35 (0) = (-) = 2	1.0	(+) = 27 (0) = 1 (-) = 3	.77	(+) = 40 (0) = 7 (-) = 6	.64
INSERVICE TRAINING	(+) = 23 (0) = (-) = 3	.77	(+) = 13 (0) = 2 (-) =	.87	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 17 (0) = (-) = 6	.48	(+) = 18 (0) = 9 (-) = 9	.25
SCHOOL-COMMUNITY RELATIONS	(+) = 43 (0) = 2 (-) =	.96	(+) = 36 (0) = 7 (-) = 2	.76	(+) = 7 (0) = 15 (-) = 2	.21
STUDENT CODE OF CONDUCT	(+) = 24 (0) = (-) =	1.0	(+) = 20 (0) = 1 (-) =	.95	(+) = 7 (0) = 1 (-) = 7	0.0
READING AND COMMUNICATION SKILLS	(+) = 30 (0) = (-) =	1.0	(+) = 14 (0) = (-) = 1	.87	(+) = 7 (0) = 5 (-) = 3	.27
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 1	.88	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.94
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.78
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.24

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
CENTRAL HIGH SCHOOL

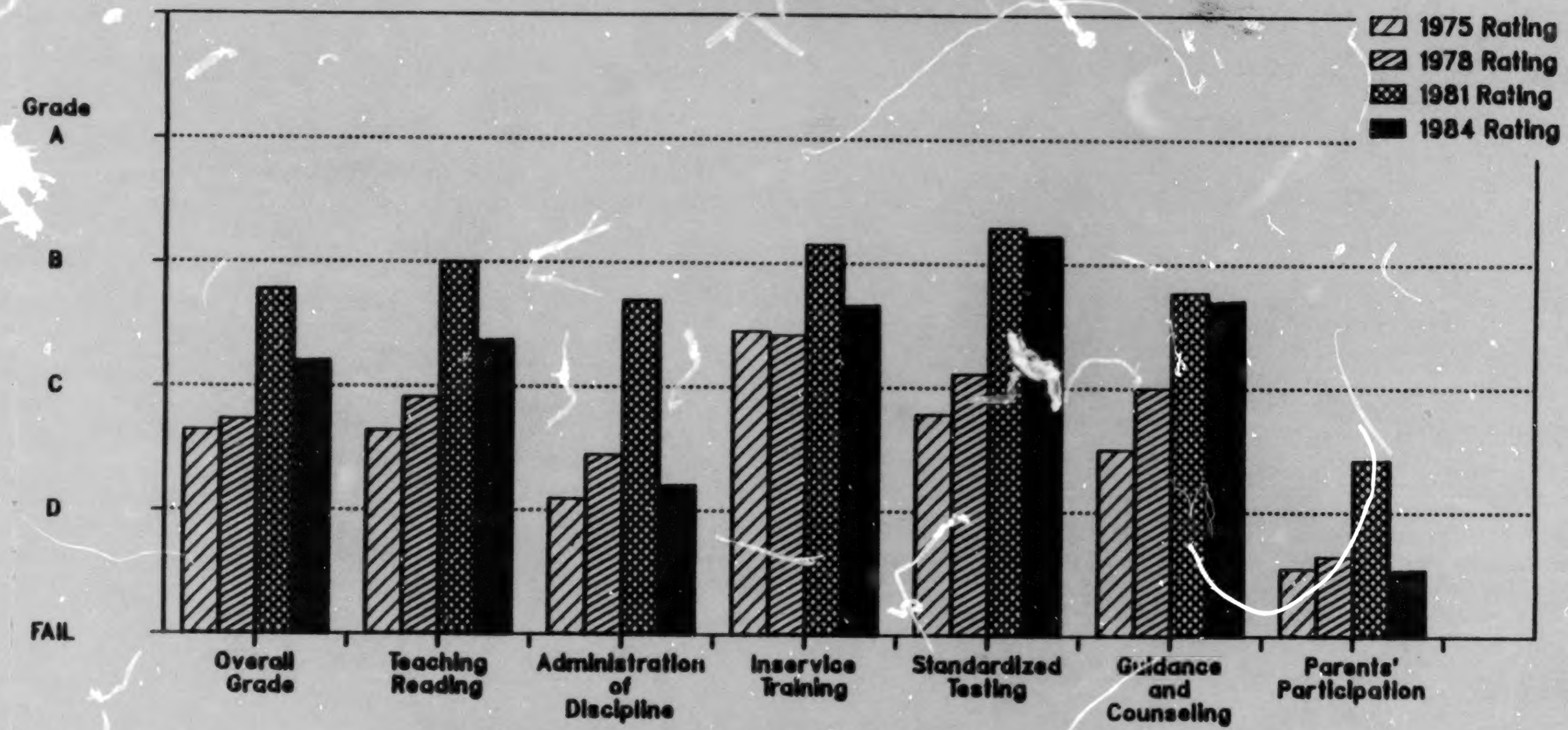


Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Insufficient data.

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
CENTRAL HIGH SCHOOL



Assessment of Individual School's Delivery of
Court-Ordered Programs--Part III

C-105

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

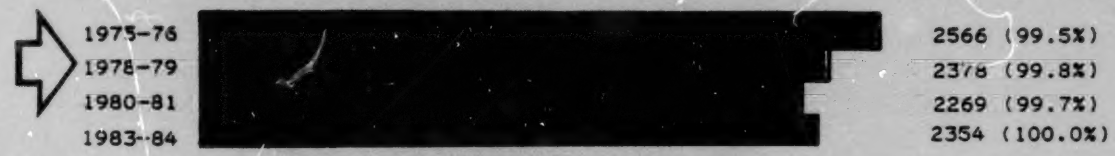
MUMFORD HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III
1975 - 1984
INDIVIDUAL SCHOOL PROFILE
OF

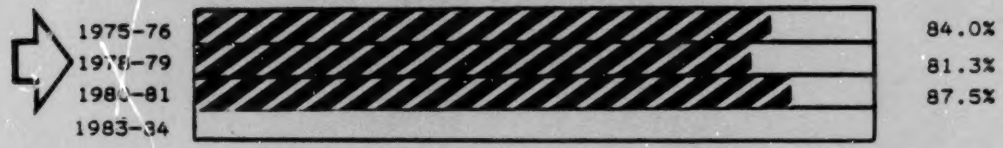
MUMFORD HIGH SCHOOL

School Characteristics*

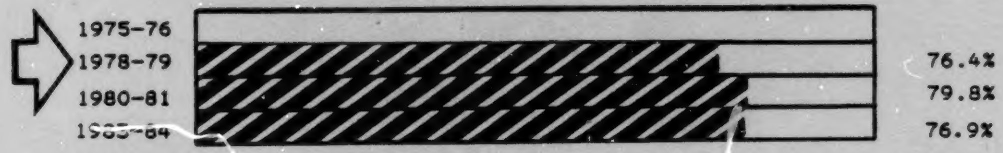
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

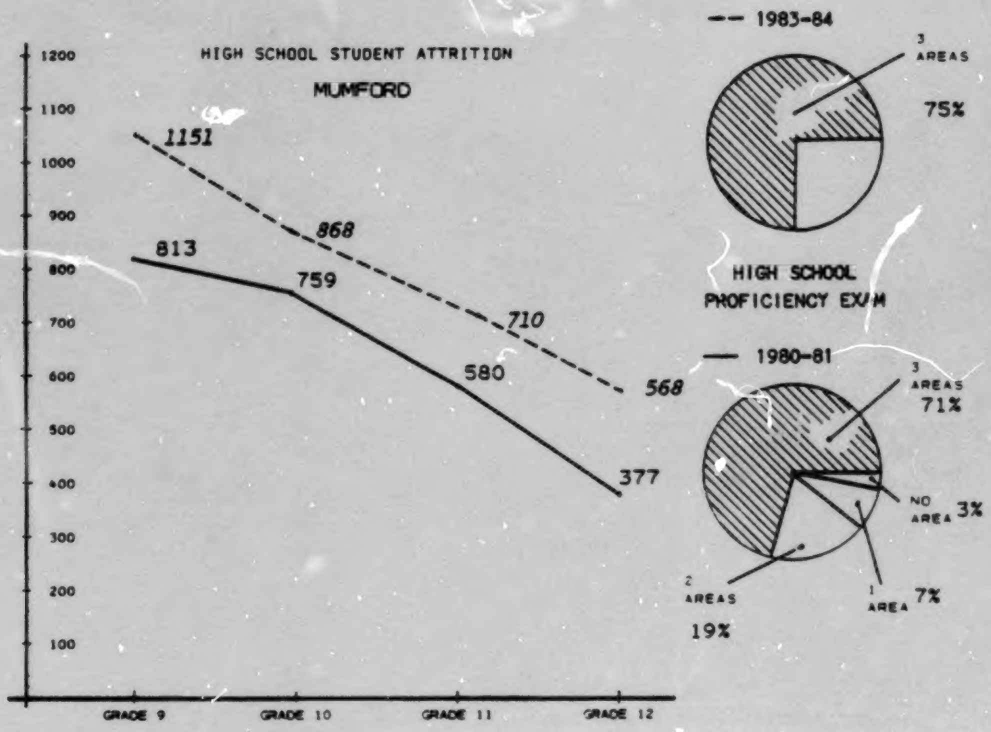
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	.5	(22)	4.0	(4)
1980-81	33.0	(18)	5.7	(9)
1983-84	56.9	(10)	7.3	(7)

* per 100 students in membership

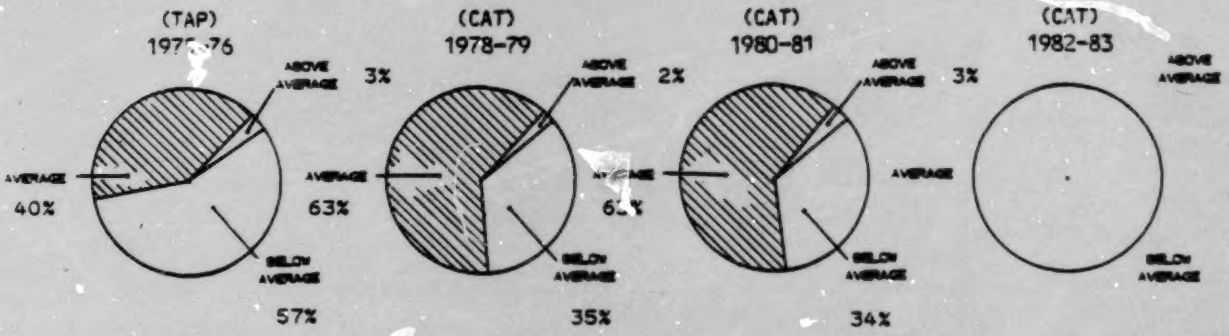
---

* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

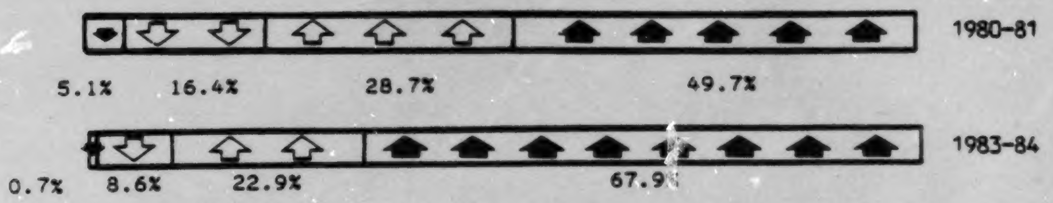
Assessment of Individual School's Delivery of Court-Ordered Programs—Part III



11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ▣ 0-24% ☐ 25-49% ☐ 50-74% ▣ 75-100%
1 2 3 4

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

MUMFORD HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 10 (0) = 2 (-) = 3	.47	(+) = 7 (0) = 4 (-) = 4	.20	(+) = 1 (0) = (-) = 5	- .67
INSERVICE TRAINING	(+) = 11 (0) = 1 (-) =	.92	(+) = 10 (0) = 1 (-) = 1	.75	(+) = (0) = 4 (-) =	0.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 6 (0) = (-) = 1	.71	(+) = 1 (0) = (-) = 5	- .67
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 1 (-) = 2	.4[illegible]	(+) = 5 (0) = 3 (-) = 1	.44	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 1 (-) = 1	.81	(+) = 13 (0) = 1 (-) = 2	.69	(+) = 4 (0) = 3 (-) = 3	.10
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.7[illegible]
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.55
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

MUMFORD HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 21 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 32 (0) = (-) =	1.0	(+) = 27 (0) = 1 (-) = 1	.90	(+) = 38 (0) = 7 (-) = 8	.57
INSERVICE TRAINING	(+) = 32 (0) = (-) =	1.0	(+) = 14 (0) = 1 (-) = 1	.81	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 19 (0) = (-) = 4	.65	(+) = 11 (0) = 16 (-) = 13	-.05
SCHOOL-COMMUNITY RELATIONS	(+) = 38 (0) = 10 (-) =	.79	(+) = 35 (0) = 10 (-) = 2	.70	(+) = 9 (0) = 6 (-) = 9	0.0
STUDENT CODE OF CONDUCT	(+) = 24 (0) = 3 (-) =	.89	(+) = 20 (0) = 1 (-) =	.95	(+) = 7 (0) = 2 (-) = 6	.07
READING AND COMMUNICATION SKILLS	(+) = 29 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 3	.60	(+) = 6 (0) = 4 (-) = 5	.07
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 11 (0) = 1 (-) = 1	.77	(+) = (0) = (-) =	

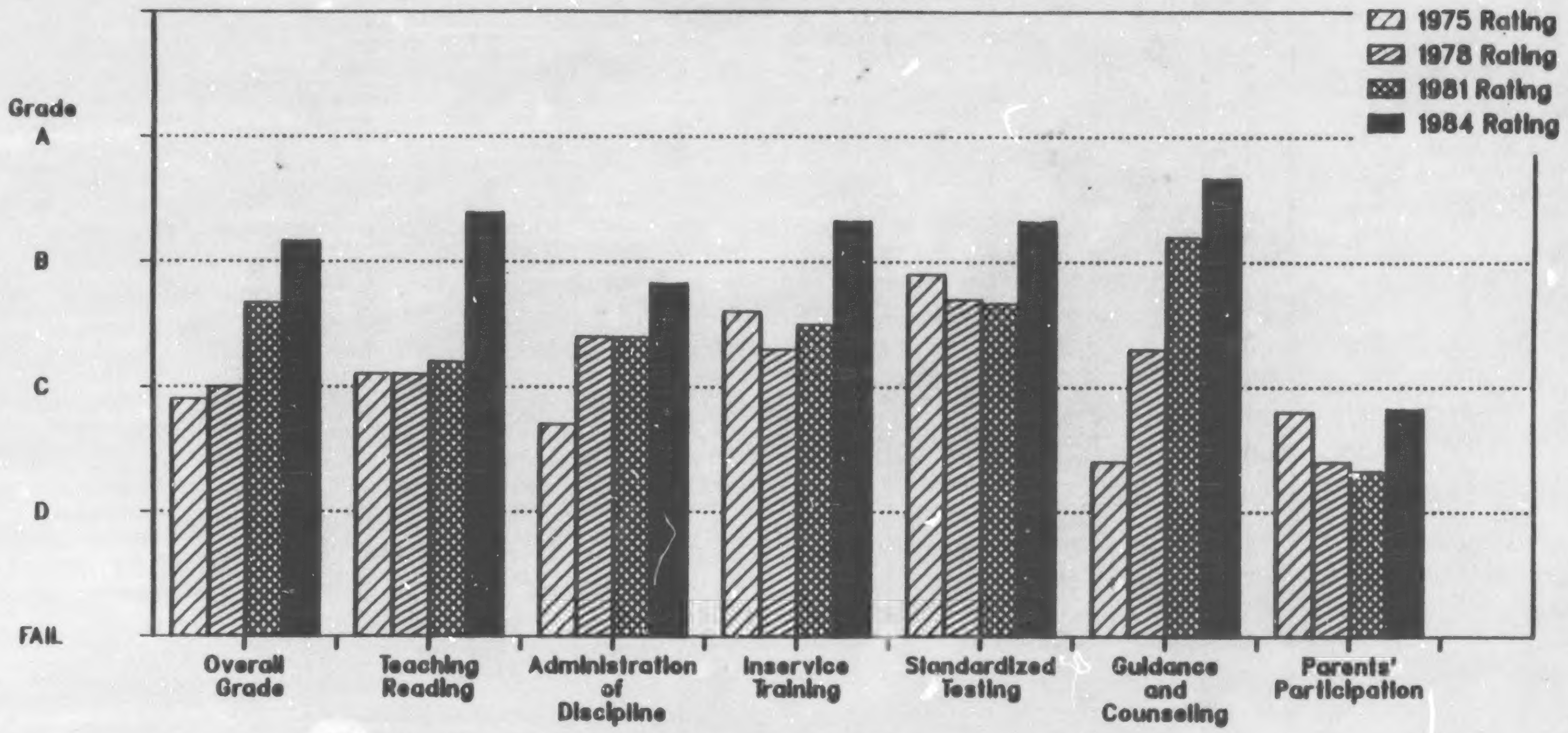
INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.85
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.71
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.18

-1.0 0 +1.0

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

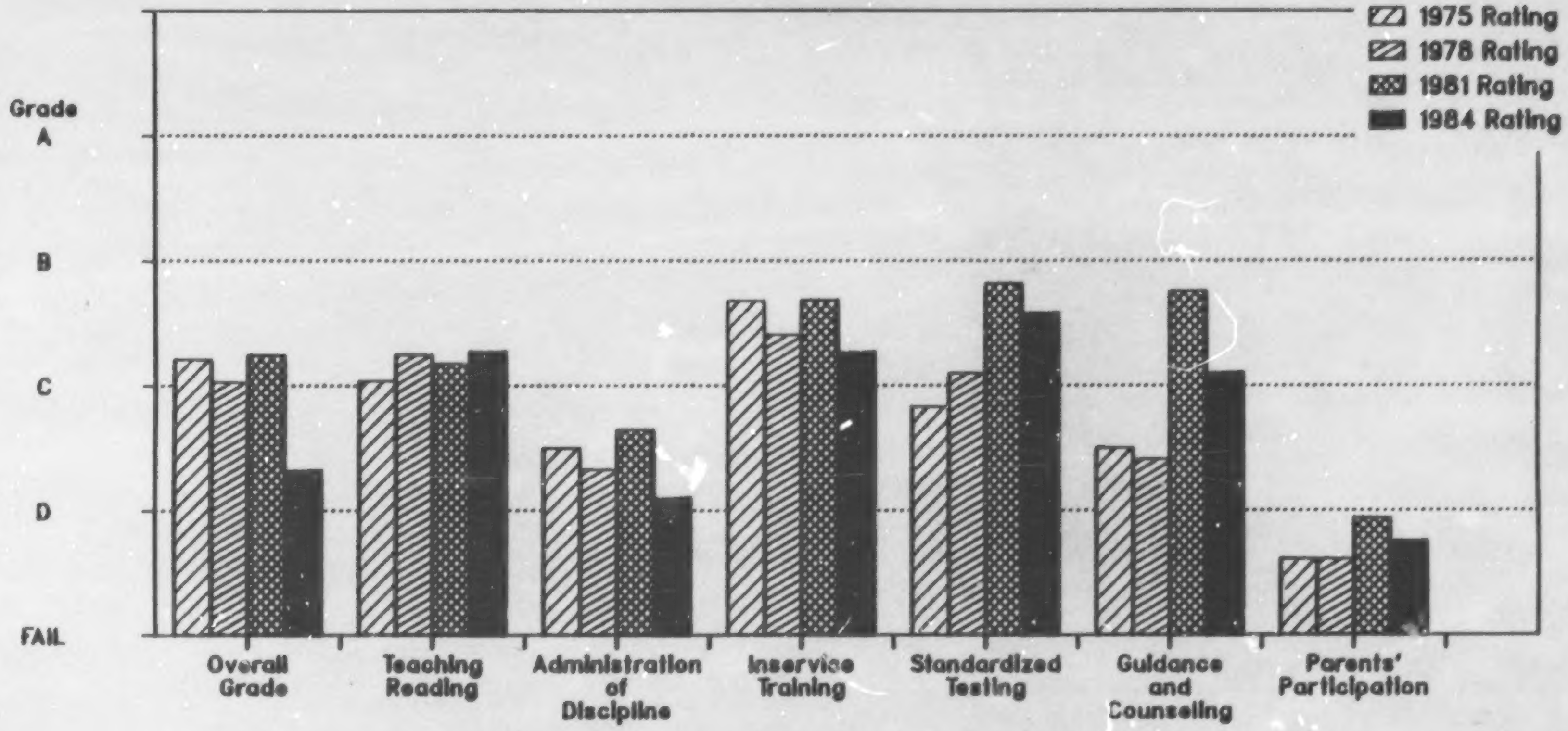
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
MUMFORD HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 MUMFORD HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-113

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

OSBORN HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 · 1984

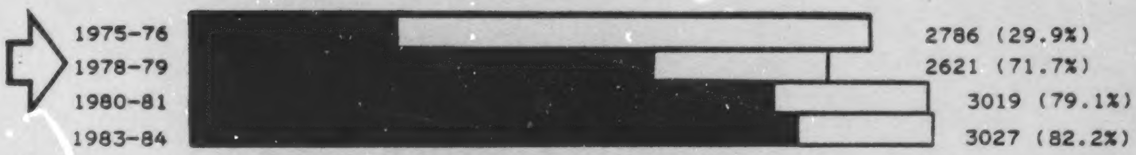
INDIVIDUAL SCHOOL PROFILE

OF

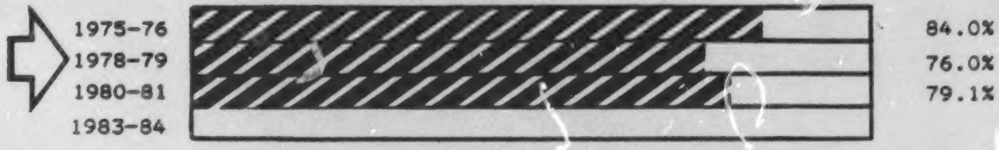
OSBORN HIGH SCHOOL

School Characteristics*

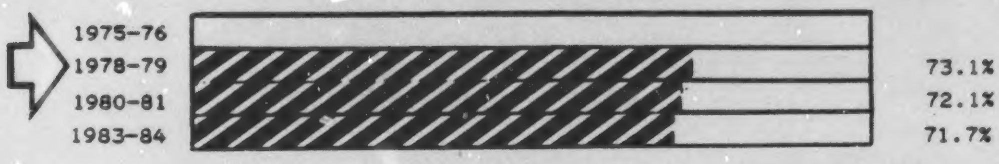
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



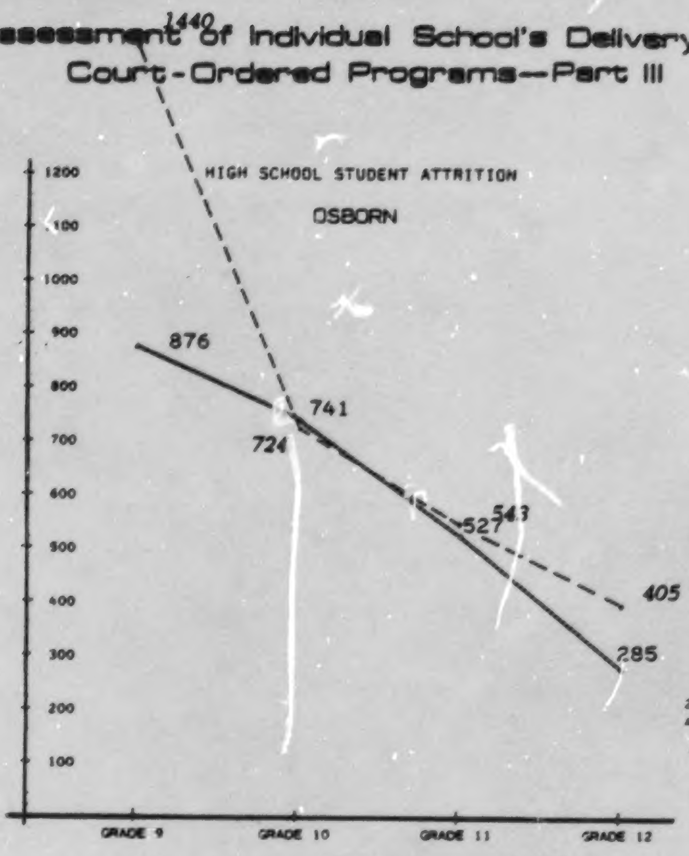
DISCIPLINARY ACTIVITY *

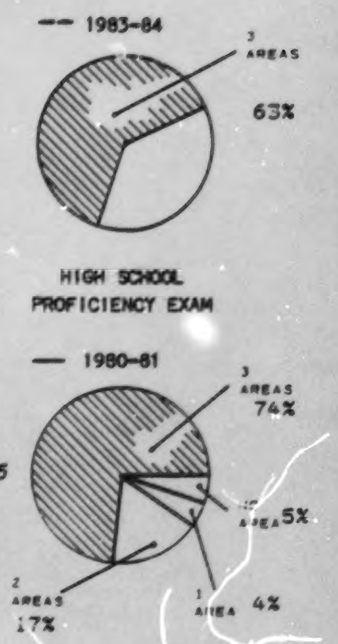
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	32.4	(3)	3.7	(7)
1980-81	50.6	(11)	5.7	(9)
1983-84	77.4	(4)	6.0	(11)

* per 100 students in membership

* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

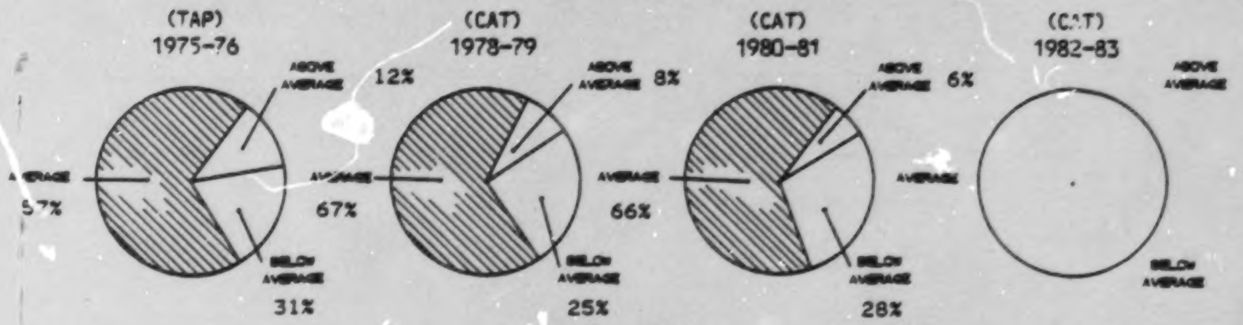
Assessment of Individual School's Delivery of Court-Ordered Programs—Part III



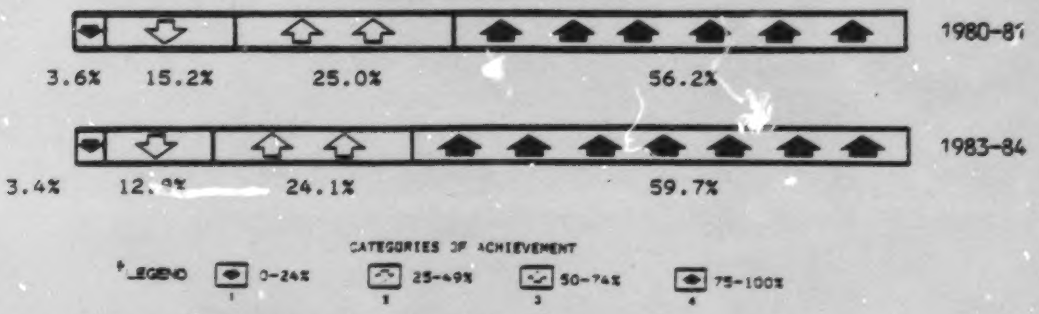


HIGH SCHOOL PROFICIENCY EXAM

11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

OSBORN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 3	- .20	(+) = 2 (0) = 1 (-) = 2	0.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 13 (0) = 1 (-) = 1	.80	(+) = 11 (0) = 2 (-) = 2	.60	(+) = 1 (0) = (-) = 5	- .[illegible]7
INSERVICE TRAINING	(+) = 10 (0) = (-) = 2	.67	(+) = 10 (0) = (-) = 2	.67	(+) = 2 (0) = (-) = 2	0.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 5 (0) = 1 (-) = 1	.57	(+) = 1 (0) = (-) = 5	- .67
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = (-) = 3	.33	(+) = 7 (0) = 1 (-) = 1	.67	(+) = 8 (0) = (-) = 2	.60
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 1 (-) = 1	.81	(+) = 13 (0) = 1 (-) = 2	.69	(+) = 5 (0) = 2 (-) = 3	.20
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.69
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.64
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

OSBORN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 13 (0) = 5 (-) = 1	.63	(+) = 5 (0) = 4 (-) = 2	.27	(+) = 7 (0) = 7 (-) = 9	-.09
COUNSELING AND CAREER GUIDANCE	(+) = 35 (0) = (-) = 1	.94	(+) = 21 (0) = 2 (-) = 8	.42	(+) = 16 (0) = 15 (-) = 22	-.11
INSERVICE TRAINING	(+) = 32 (0) = 1 (-) =	.97	(+) = 15 (0) = (-) = 1	.88	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 21 (0) = 2 (-) =	.93	(+) = 17 (0) = 3 (-) = 3	.61	(+) = 10 (0) = 15 (-) = 11	-.03
SCHOOL-COMMUNITY RELATIONS	(+) = 17 (0) = 30 (-) =	.36	(+) = 12 (0) = 31 (-) = 4	.17	(+) = 6 (0) = 11 (-) = 7	-.04
STUDENT CODE OF CONDUCT	(+) = 26 (0) = (-) =	1.0	(+) = 20 (0) = (-) = 1	.90	(+) = 5 (0) = 2 (-) = 8	-.20
READING AND COMMUNICATION SKILLS	(+) = 23 (0) = (-) = 2	.84	(+) = 12 (0) = (-) = 3	.60	(+) = 5 (0) = 3 (-) = 7	-.13
TESTING	(+) = 14 (0) = 1 (-) =	.93	(+) = 7 (0) = 1 (-) = 5	.15	(+) = (0) = (-) =	

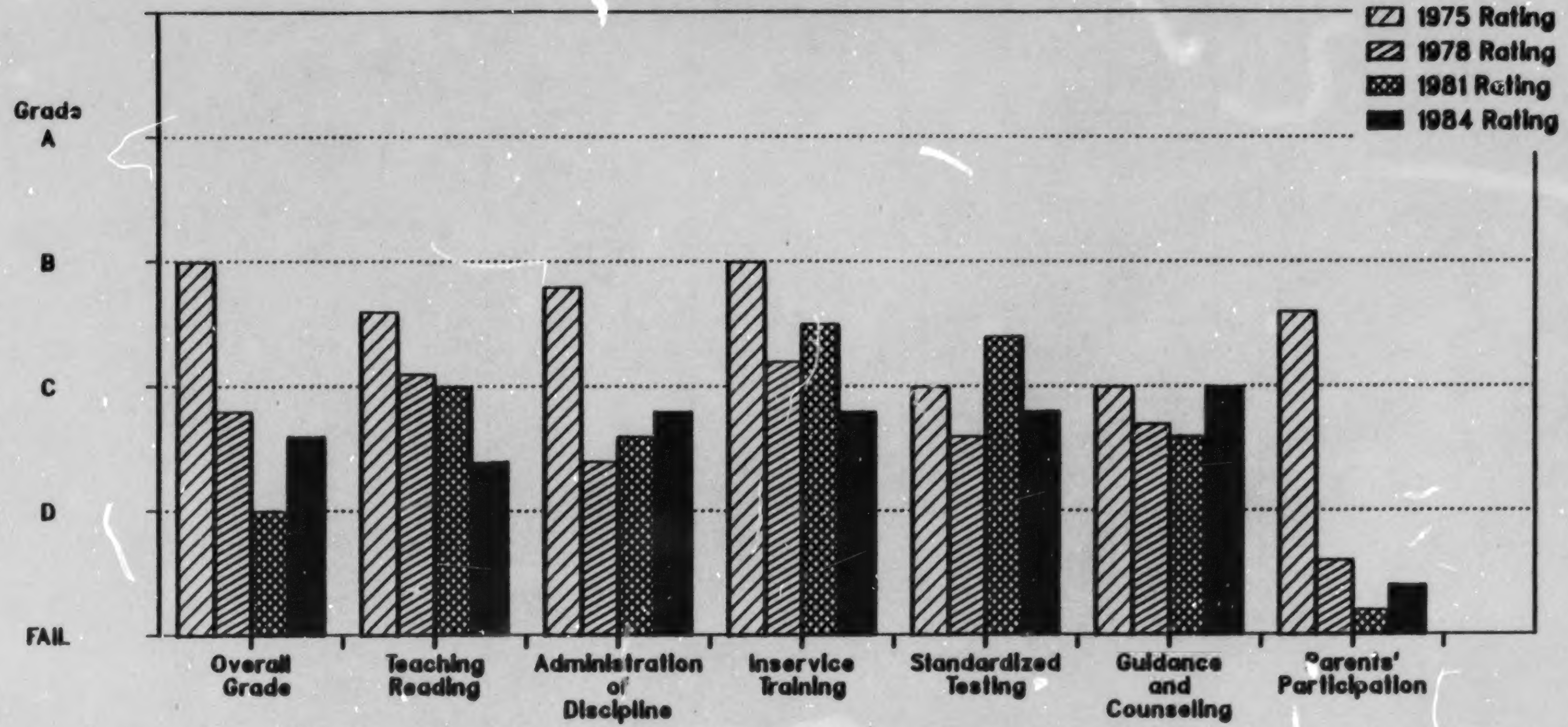
INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.79
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.46
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	-.09

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984

OSBORN HIGH SCHOOL

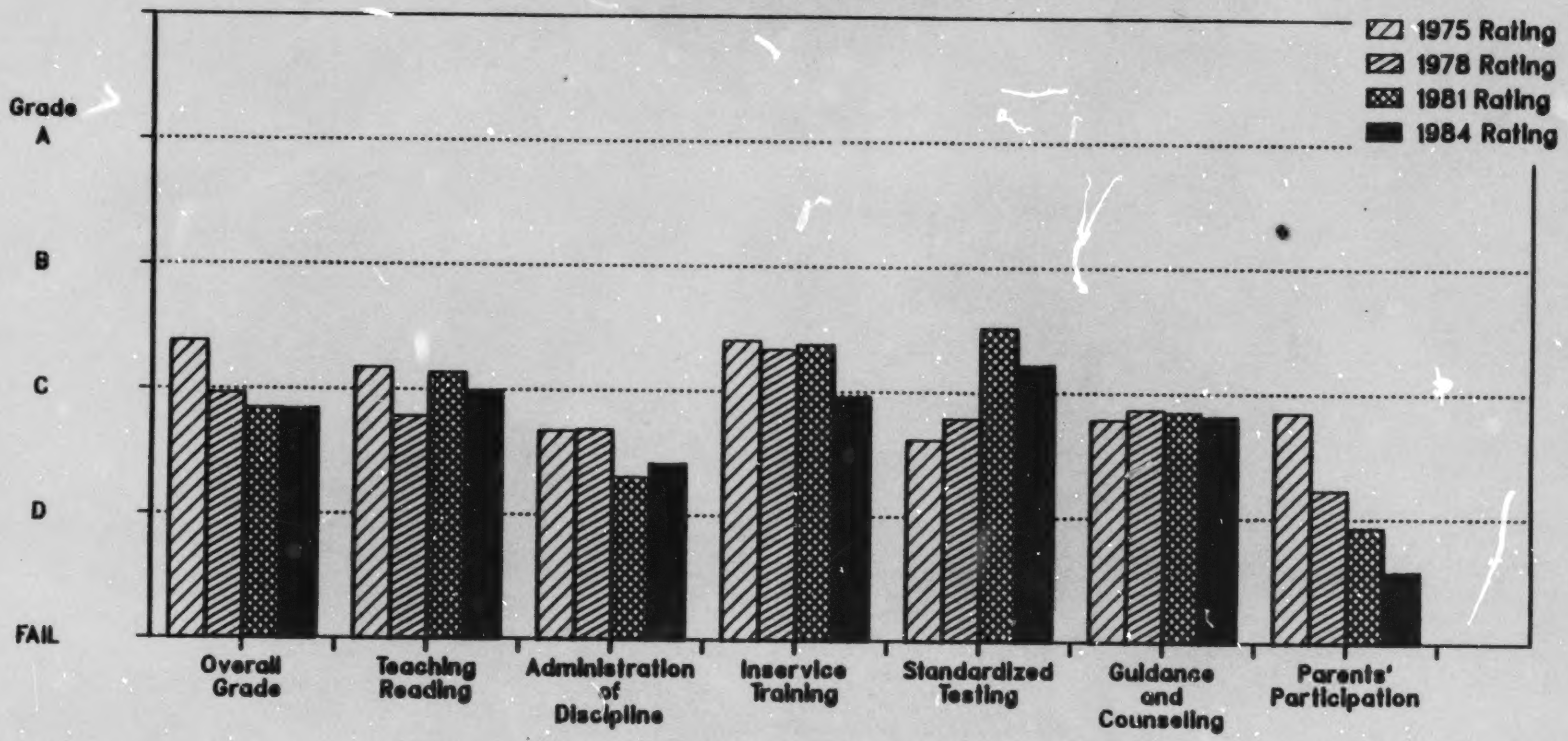


Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-120

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 OSBORN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

PERSHING HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

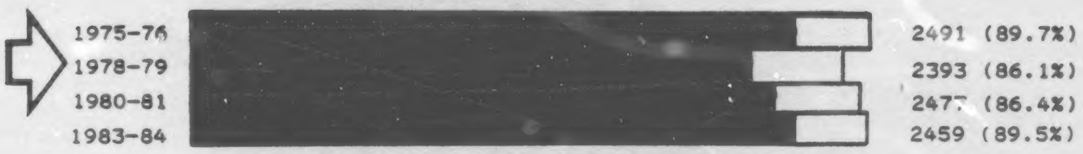
INDIVIDUAL SCHOOL PROFILE

OF

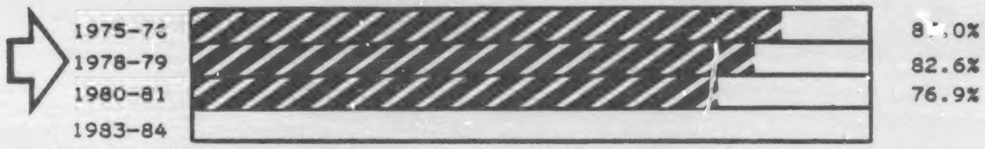
PERSHING HIGH SCHOOL

School Characteristics*

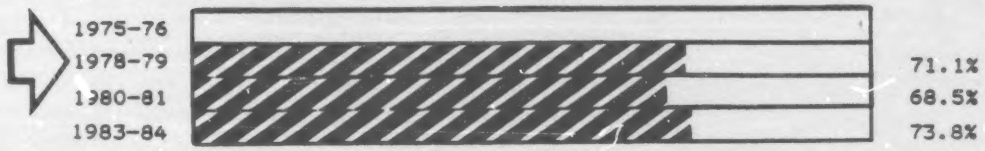
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



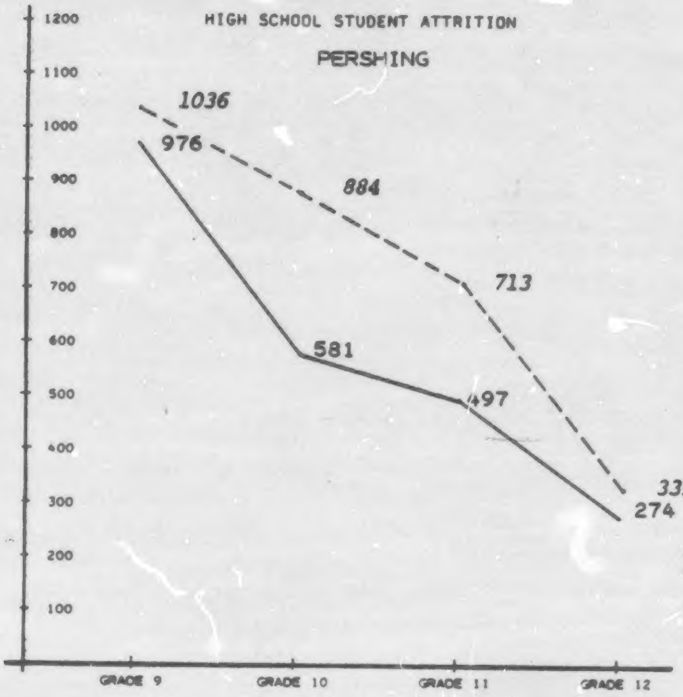
DISCIPLINARY ACTIVITY *

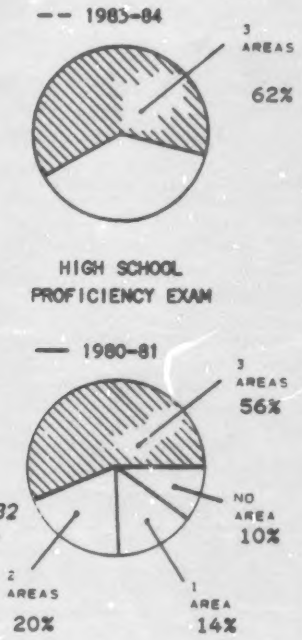
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	1.4	(19)	3.9	(5)
1980-81	56.3	(7)	3.8	(14)
1983-84	13.2	(2[illegible])	5.3	(14)

* per 100 students in membership

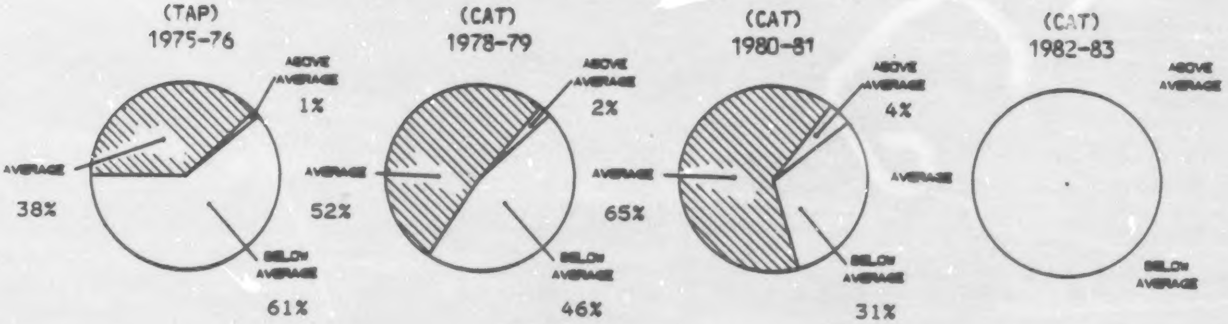
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

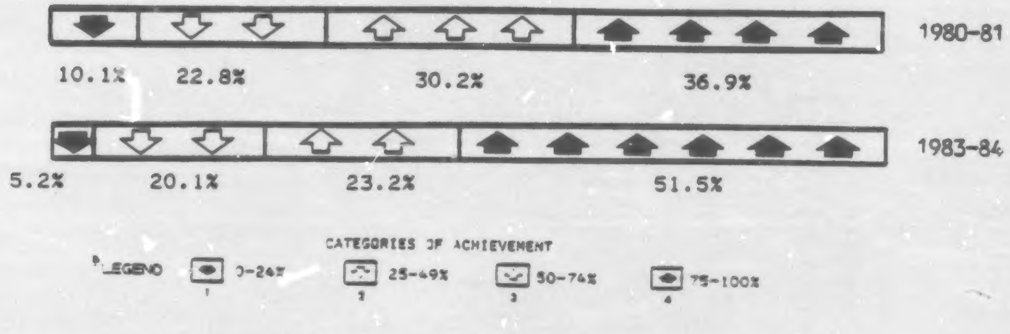




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

PERSHING HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 4 (0) = (-) = 1	.60	(+) = 4 (0) = (-) = 1	.60	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 12 (0) = 2 (-) = 1	.73	(+) = 11 (0) = (-) = 4	.47	(+) = 4 (0) = (-) = 2	.33
INSERVICE TRAINING	(+) = 10 (0) = (-) = 2	.67	(+) = 10 (0) = (-) = 2	.67	(+) = (0) = (-) = 4	-1.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 5 (0) = 2 (-) =	.71	(+) = 5 (0) = (-) = 1	.67
SCHOOL-COMMUNITY RELATIONS	(+) = 5 (0) = 1 (-) = 3	.21	(+) = 5 (0) = 3 (-) = 1	.44	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 16 (0) = (-) =	1.0	(+) = 8 (0) = 1 (-) = 7	.06	(+) = 3 (0) = 1 (-) = 6	- .30
READING AND COMMUNICATION SKILLS	(+) = 2 (0) = 1 (-) =	.67	(+) = 3 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 4 (0) = 1 (-) =	.80	(+) = 4 (0) = (-) = 1	.60	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.74
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.50
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

		-1.0	0	+1.0		
LEVEL I	⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦	LEVEL I
LEVEL II	⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦	LEVEL II
LEVEL III	⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦	LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

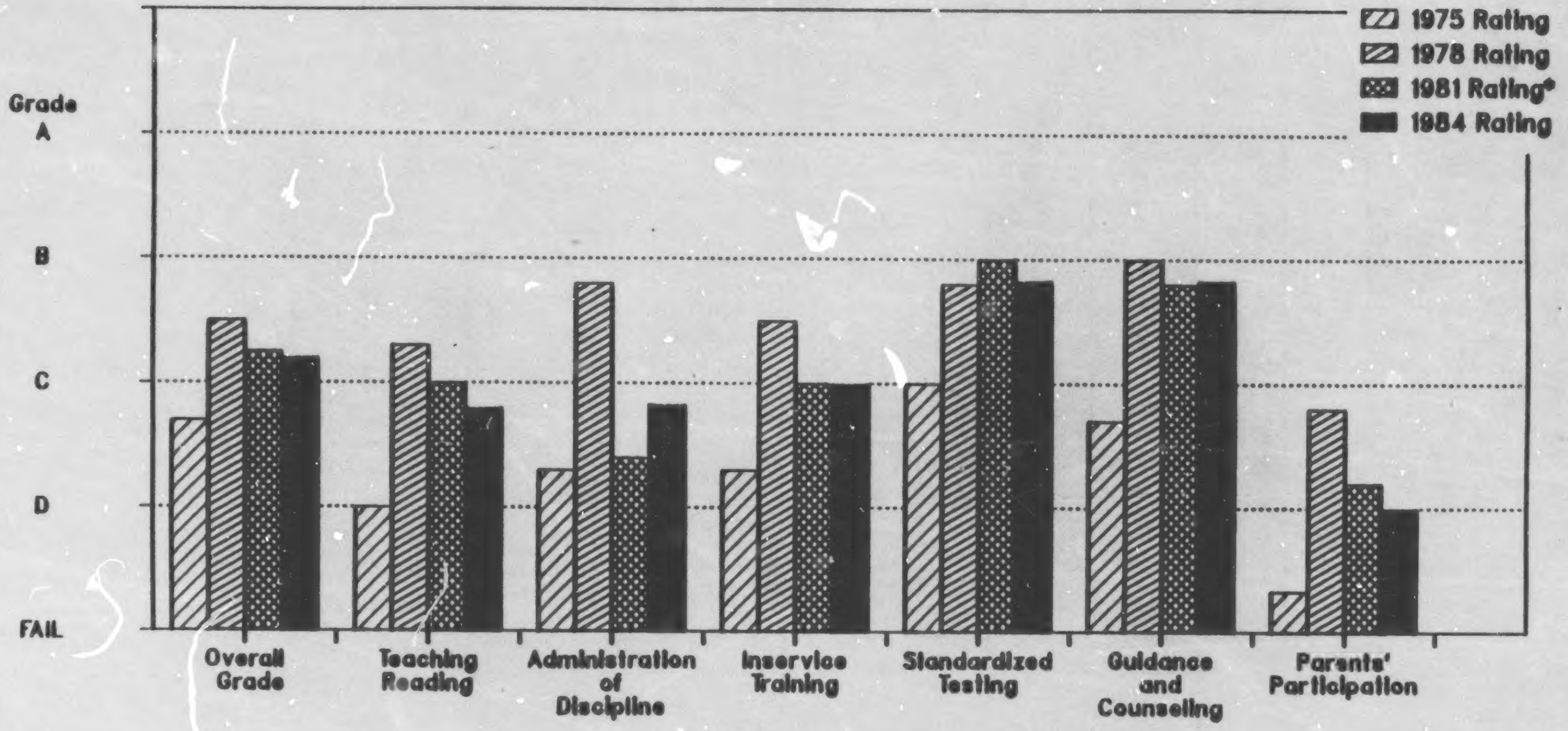
PERSHING HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 16 (0) = (-) =	1.0	(+) = 5 (0) = 3 (-) = 5	0.0	(+) = 8 (0) = 5 (-) = 5	.16
COUNSELING AND CAREER GUIDANCE	(+) = 35 (0) = (-) = 1	.94	(+) = 21 (0) = 4 (-) = 5	.52	(+) = 23 (0) = 17 (-) = 13	.19
INSERVICE TRAINING	(+) = 32 (0) = 1 (-) =	.97	(+) = 10 (0) = 4 (-) = 5	.26	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 22 (0) = (-) = 1	.91	(+) = 18 (0) = 7 (-) = 11	.19
SCHOOL-COMMUNITY RELATIONS	(+) = 47 (0) = 1 (-) =	.98	(+) = 34 (0) = 1 (-) = 12	.47	(+) = 10 (0) = 4 (-) = 10	0.0
STUDENT CODE OF CONDUCT	(+) = 21 (0) = 6 (-) =	.78	(+) = 17 (0) = 4 (-) =	.81	(+) = 6 (0) = 2 (-) = 7	-.06
READING AND COMMUNICATION SKILLS	(+) = 18 (0) = 9 (-) =	.67	(+) = 11 (0) = 4 (-) =	.73	(+) = 7 (0) = 3 (-) = 5	.13
TESTING	(+) = 13 (0) = 2 (-) =	.87	(+) = 5 (0) = 1 (-) = 7	-.15	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.91
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.50
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.13

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

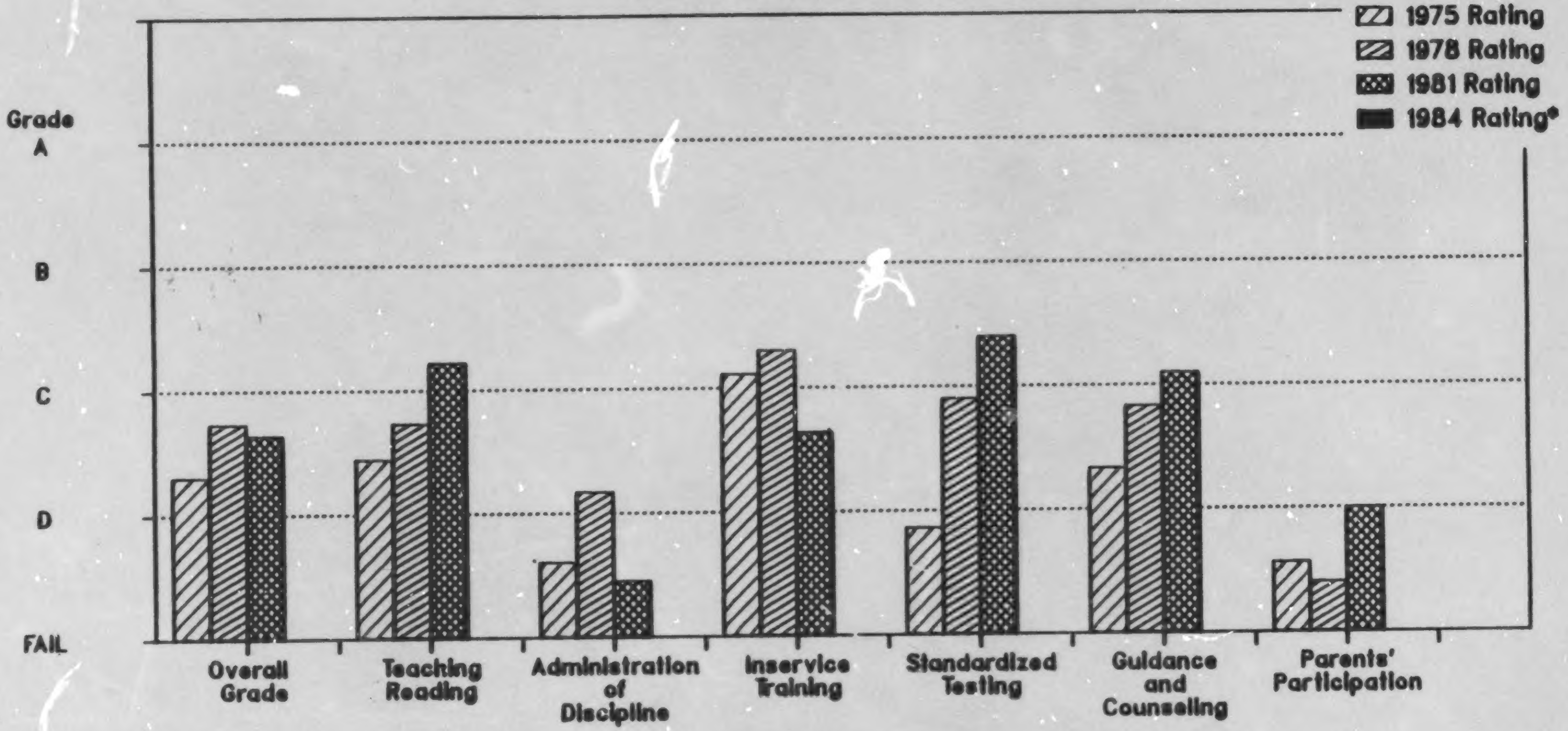
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
PERSHING HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* 1981 ratings are retrospective.

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
PERSHING HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Insufficient data.

C-129

8/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

DENBY HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

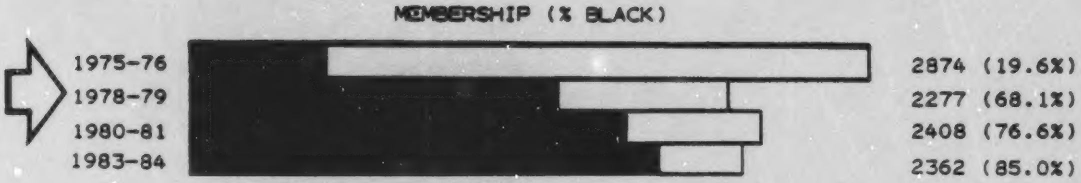
INDIVIDUAL SCHOOL PROFILE

OF

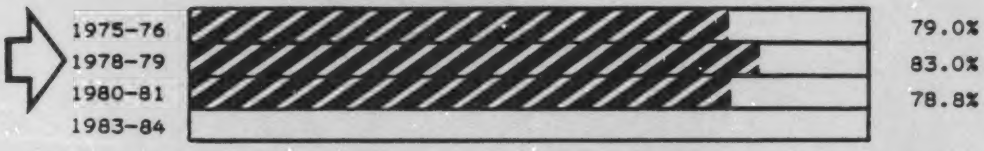
DENBY HIGH SCHOOL

School Characteristics*

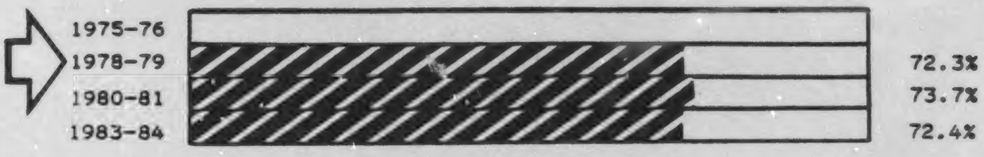
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

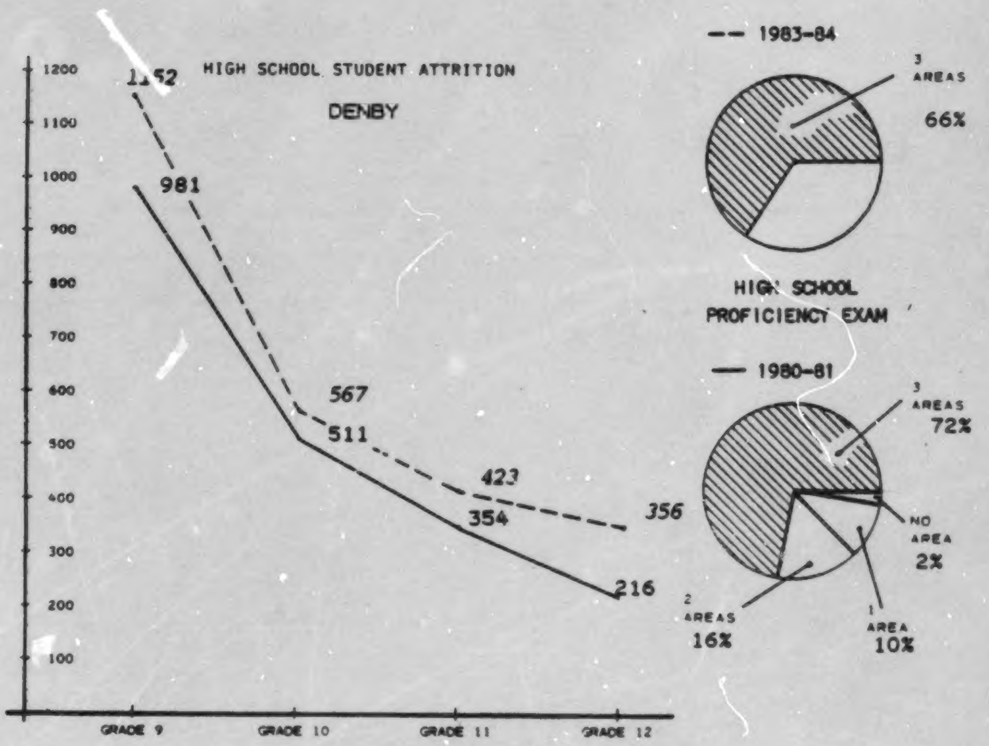
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	31.8	(4)	1.9	(14)
1980-81	66.0	(5)	3.5	(15)
1983-84	59.9	(7)	5.2	(15)

* per 100 students in membership

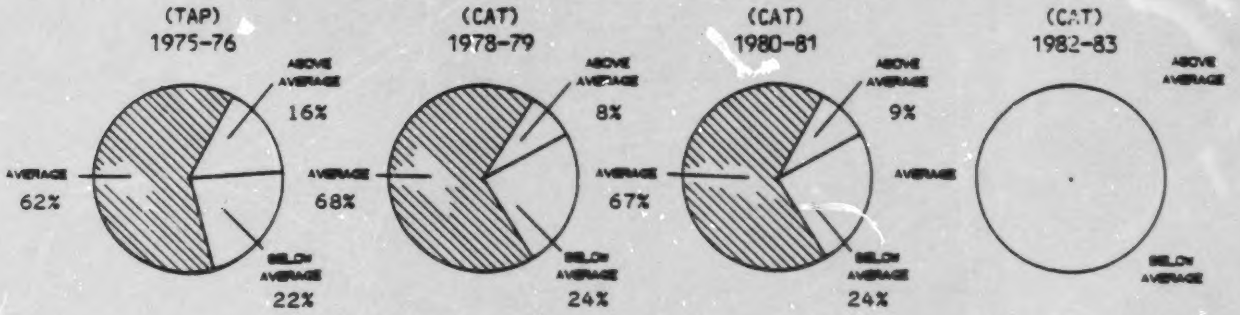
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

BEST COPY

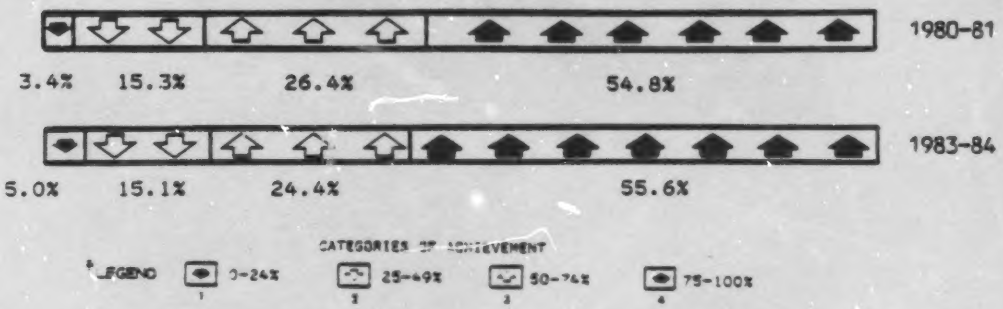
Assessment of Individual School's Delivery of Court-Ordered Programs—Part III



11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

DENBY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 3 (0) = 2 (-) =	.60	(+) = 3 (0) = 2 (-) =	.60	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = 1 (-) = 3	.53	(+) = 8 (0) = 4 (-) = 3	.33	(+) = (0) = (-) = 6	-1.0
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 11 (0) = (-) = 1	.83	(+) = 1 (0) = (-) = 3	- .50
VOCATIONAL EDUCATION	(+) = 6 (0) = (-) = 1	.71	(+) = 3 (0) = 2 (-) = 2	.14	(+) = 3 (0) = (-) = 3	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 7 (0) = 1 (-) = 1	.67	(+) = 8 (0) = 1 (-) =	.89	(+) = 9 (0) = (-) = 1	.80
STUDENT CODE OF CONDUCT	(+) = 17 (0) = (-) =	1.0	(+) = 15 (0) = (-) = 2	.76	(+) = 3 (0) = 3 (-) = 4	- .10
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.78
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.64
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

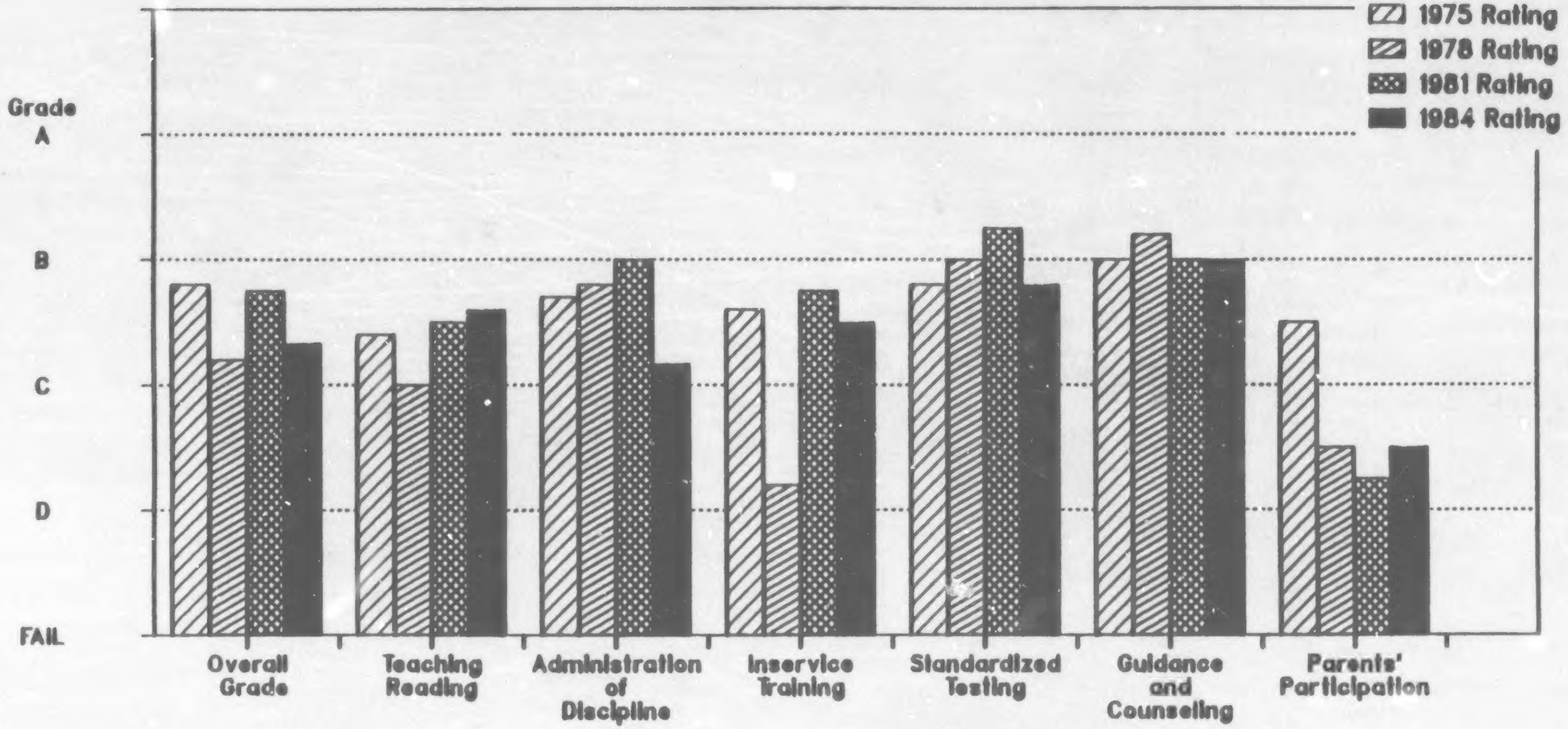
DENBY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 17 (0) = (-) =	1.0	(+) = 6 (0) = 3 (-) = 2	.36	(+) = 5 (0) = 9 (-) = 5	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 31 (0) = (-) = 2	.88	(+) = 26 (0) = 2 (-) = 3	.74	(+) = 36 (0) = 11 (-) = 6	.57
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 21 (0) = (-) = 2	.83	(+) = 13 (0) = 23 (-) = 4	.23
SCHOOL-COMMUNITY RELATIONS	(+) = 46 (0) = 1 (-) =	.98	(+) = 41 (0) = 1 (-) = 4	.80	(+) = 19 (0) = 1 (-) = 4	.63
STUDENT CODE OF CONDUCT	(+) = 27 (0) = (-) =	1.0	(+) = 20 (0) = (-) =	1.0	(+) = 6 (0) = 2 (-) = 7	-.06
READING AND COMMUNICATION SKILLS	(+) = 29 (0) = (-) =	1.0	(+) = 14 (0) = (-) = 1	.87	(+) = 10 (0) = 5 (-) =	.67
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.98
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.82
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.38

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

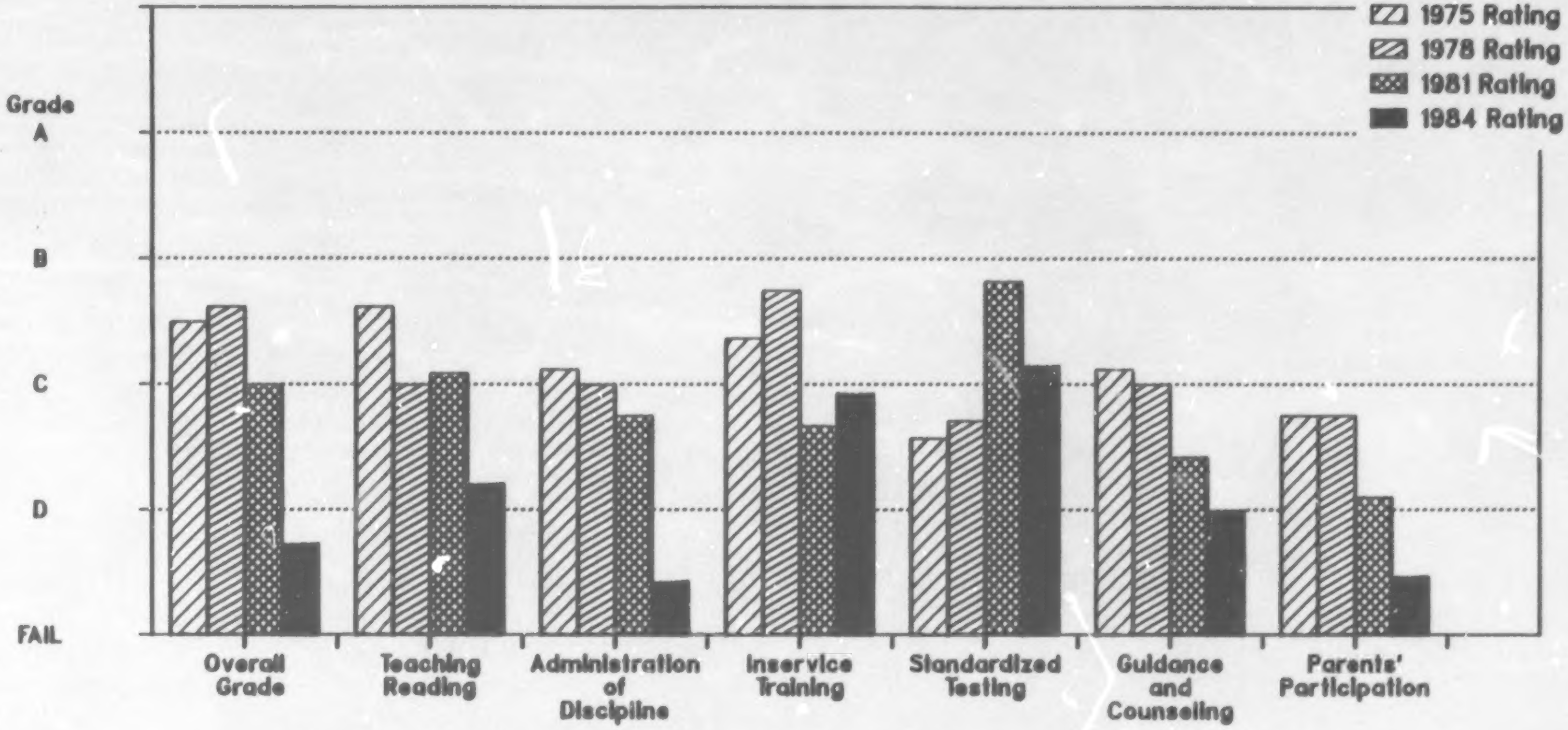
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
DENBY HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

8/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
DENBY HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

FINNEY HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

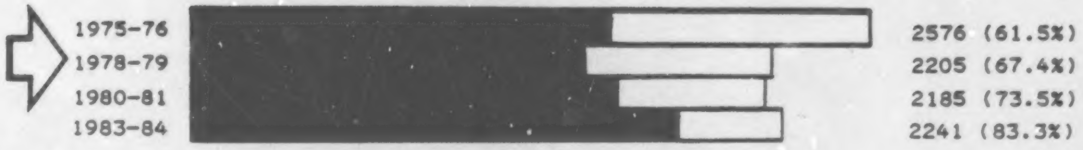
1975 - 1984

INDIVIDUAL SCHOOL PROFILE
OF

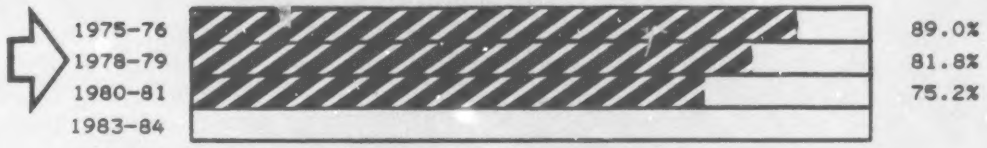
FINNEY HIGH SCHOOL

School Characteristics*

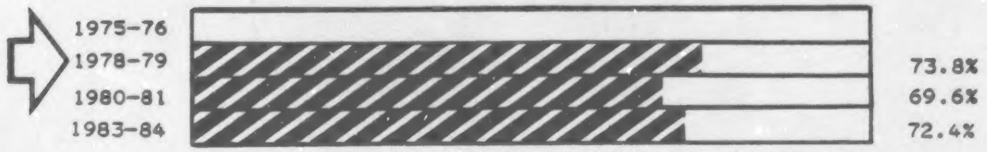
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

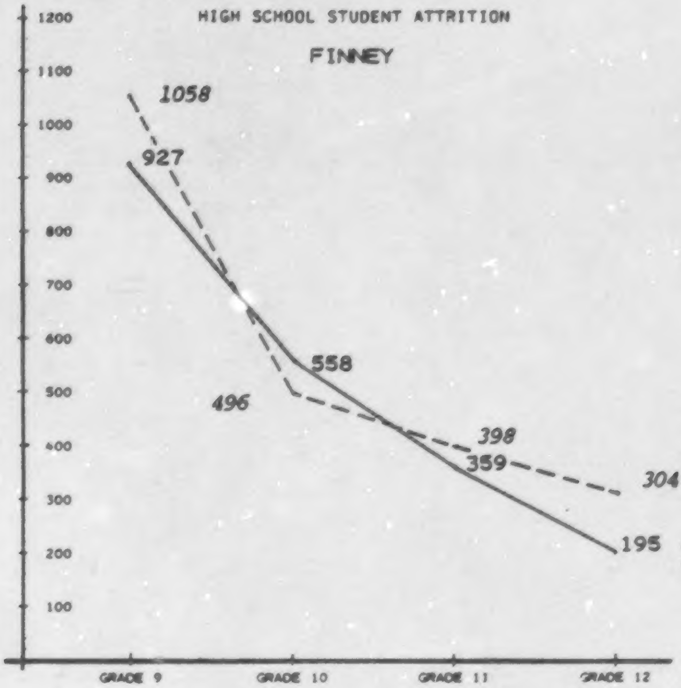
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	49.1	(2)	5.6	(2)
1980-81	76.2	(2)	5.6	(10)
1983-84	57.3	(9)	7.3	(8)

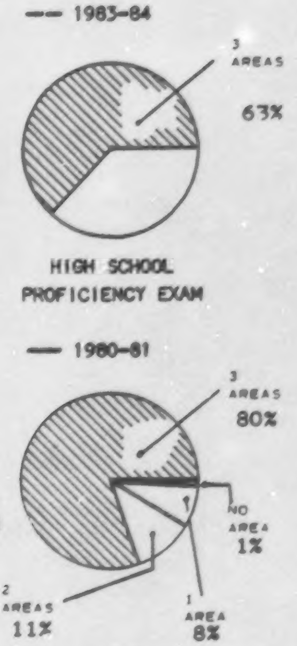
* per 100 students in membership

---

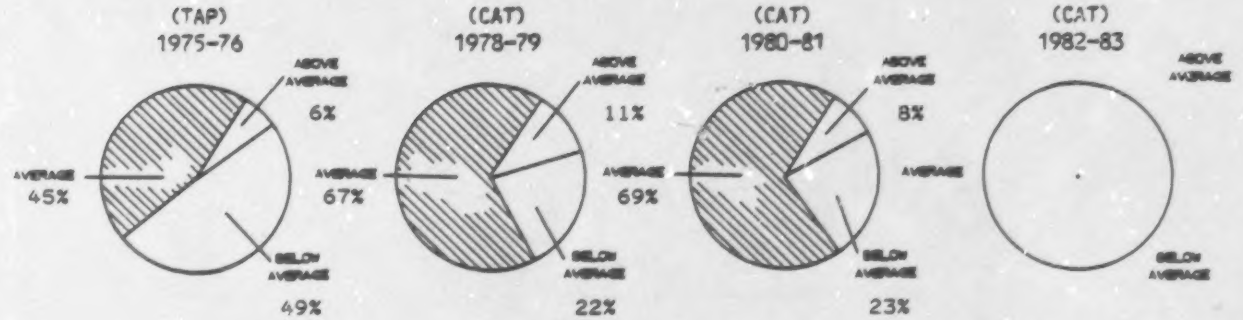
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

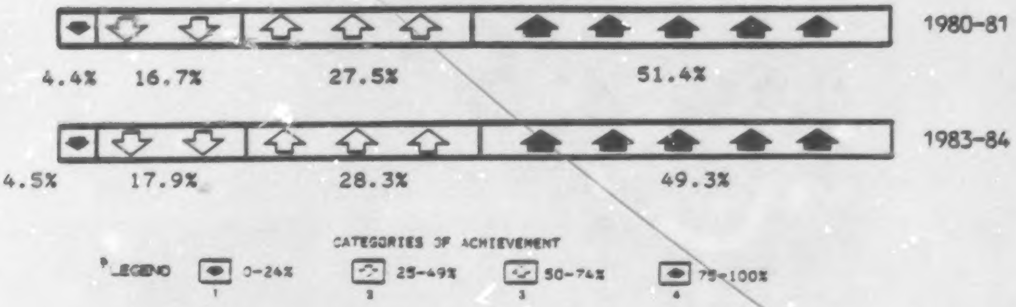




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

FINNEY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 2 (0) = 1 (-) = 2	0.0	(+) = 2 (0) = 1 (-) = 2	0.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 10 (0) = 1 (-) = 4	.40	(+) = 6 (0) = 3 (-) = 6	0.0	(+) = 1 (0) = (-) = 5	- .67
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 11 (0) = (-) = 1	.83	(+) = 1 (0) = (-) = 3	- .50
VOCATIONAL EDUCATION	(+) = 6 (0) = 1 (-) =	.86	(+) = 5 (0) = 1 (-) = 1	.57	(+) = 1 (0) = (-) = 5	- .67
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = (-) = 8	-1.0	(+) = (0) = (-) = 8	1.0	(+) = 2 (0) = (-) = 8	- .60
STUDENT CODE OF CONDUCT	(+) = 15 (0) = 1 (-) =	.94	(+) = 14 (0) = 1 (-) =	.81	(+) = 4 (0) = 1 (-) = 5	- .10
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) = 2	.20
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.52
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.38
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

FINNEY HIGH SCHOOL

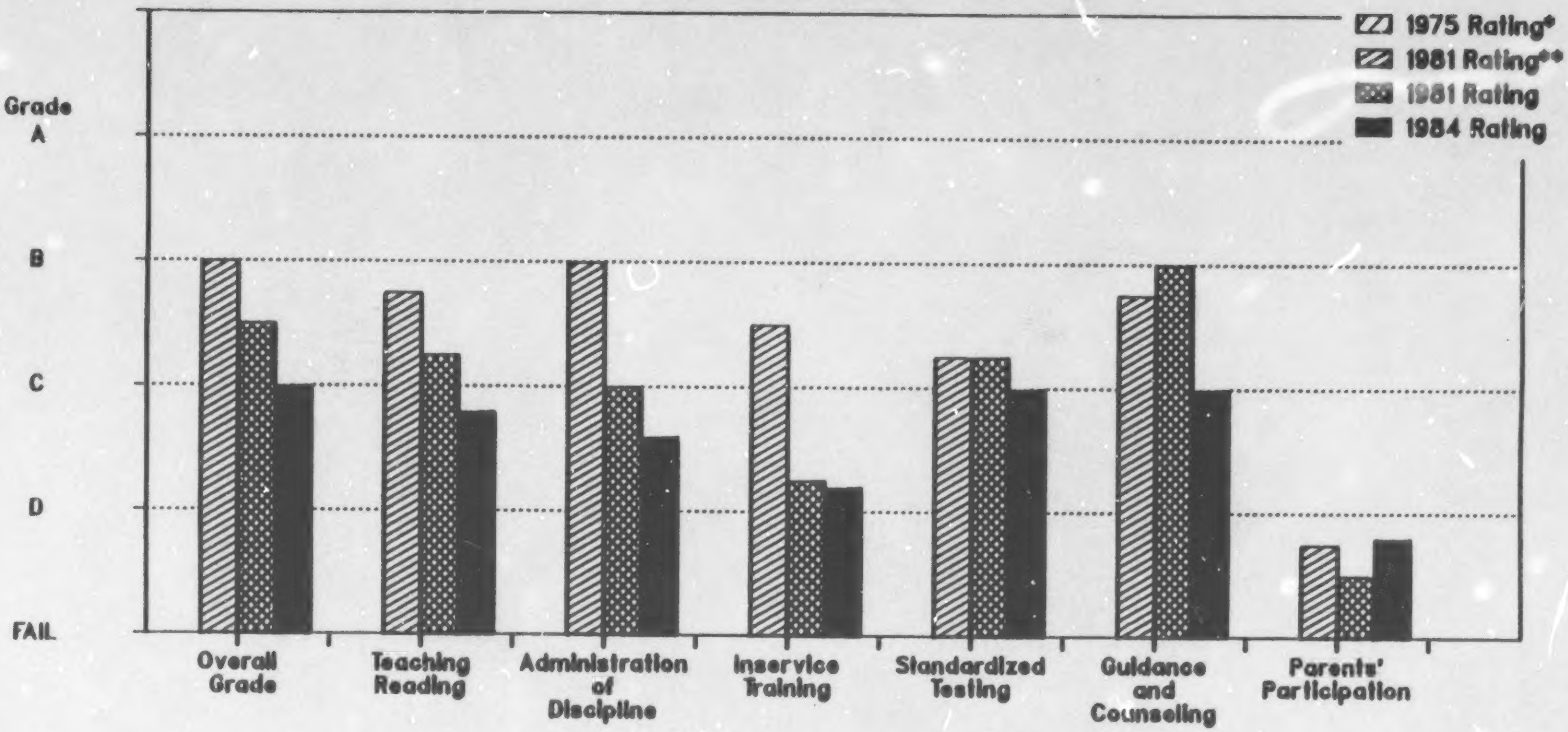
COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 21 (0) = (-) =	1.0	(+) = 7 (0) = (-) = 2	.56	(+) = 8 (0) = 8 (-) = 6	.09
COUNSELING AND CAREER GUIDANCE	(+) = 32 (0) = (-) = 3	.83	(+) = 24 (0) = 1 (-) = 6	.58	(+) = 32 (0) = 10 (-) = 11	.40
INSERVICE TRAINING	(+) = 32 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = (0) = (-) =	1.0	(+) = 19 (0) = (-) = 4	.65	(+) = 14 (0) = 13 (-) = 9	.14
SCHOOL-COMMUNITY RELATIONS	(+) = 47 (0) = 1 (-) =	.98	(+) = 42 (0) = 3 (-) = 2	.85	(+) = 13 (0) = 5 (-) = 6	.29
STUDENT CODE OF CONDUCT	(+) = 24 (0) = (-) =	1.0	(+) = 20 (0) = 1 (-) =	.95	(+) = 5 (0) = 2 (-) = 8	-.20
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) = 1	.92	(+) = 14 (0) = (-) = 1	.87	(+) = 7 (0) = 5 (-) = 3	.27
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	**ABILITY** OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.96
INDEX II. ASSESSMENT	⇨	**ADEQUACY** OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.79
INDEX III. ASSESSMENT	⇨	**ASSESSMENT OF COMPLIANCE** WITH SPECIFIC CRITERIA.	.19

-1.0 0 +1.0

LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
FINNEY HIGH SCHOOL

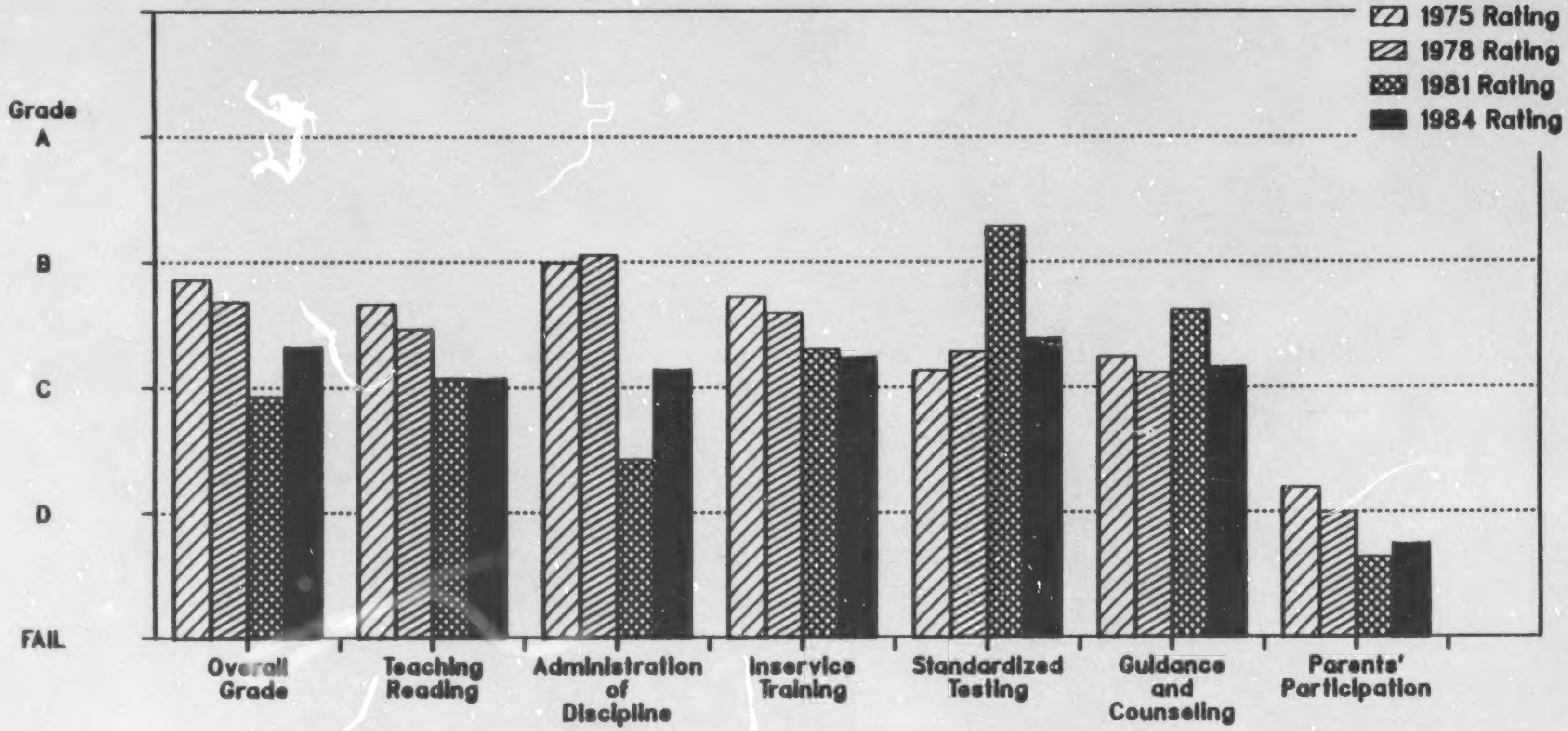


Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Missing data.

** 1981 ratings are retrospective.

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
FINNEY HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-145

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

KETTERING HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

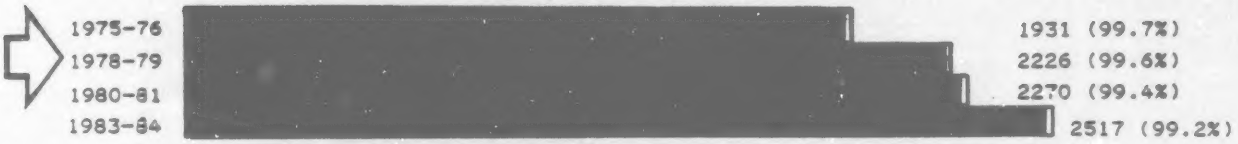
INDIVIDUAL SCHOOL PROFILE

OF

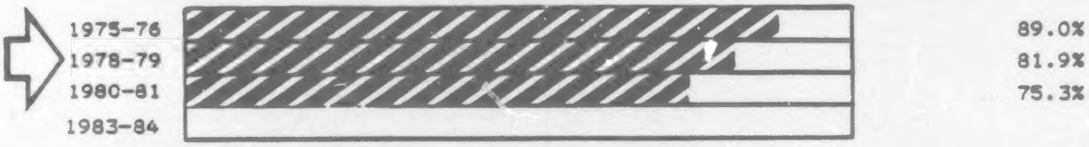
KETTERING HIGH SCHOOL

School Characteristics*

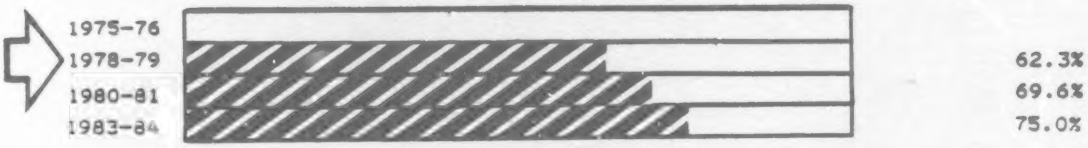
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

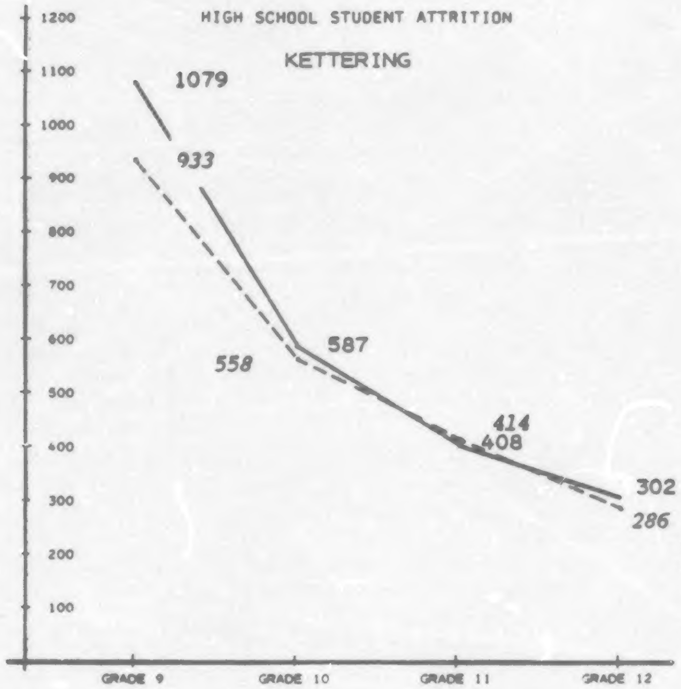
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	17.6	(11)	1.4	(18)
1980-81	69.0	(4)	6.7	(6)
1983-84	46.1	(14)	6.6	(9)

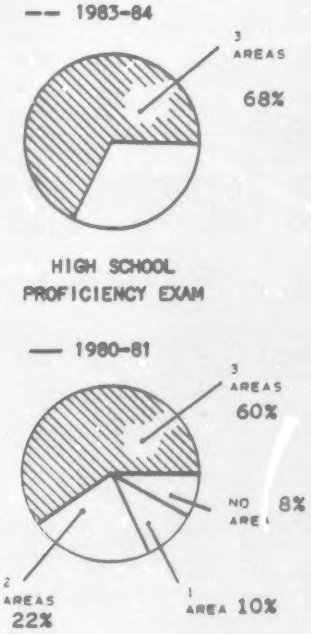
* per 100 students in membership

---

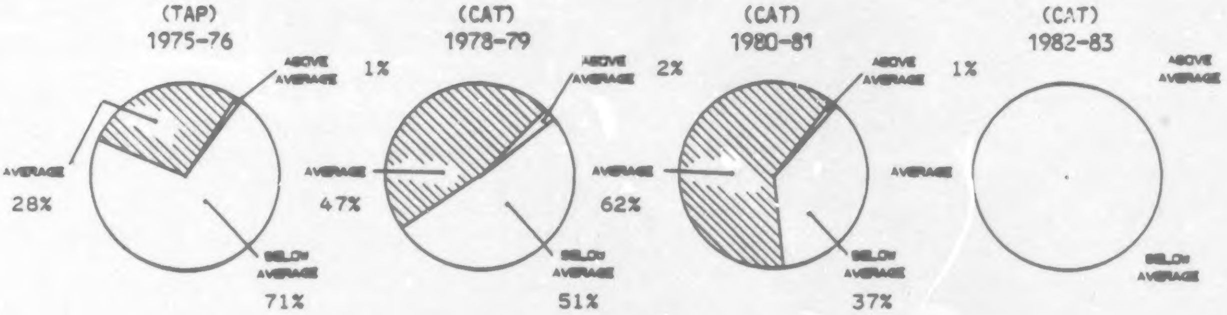
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

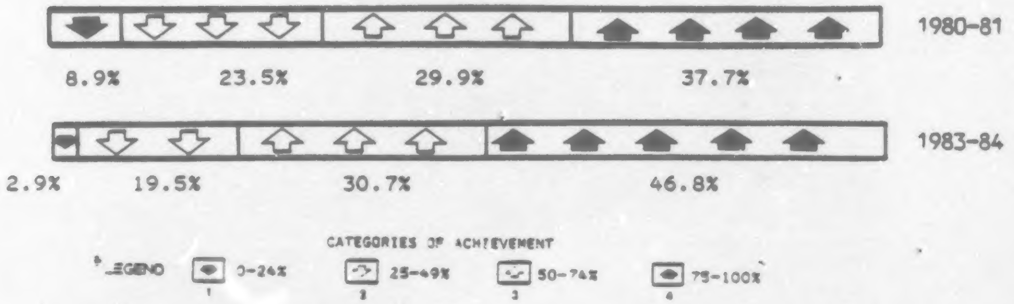




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

KETTERING HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 1 (0) = 11 (-) = 3	- .13	(+) = 6 (0) = 4 (-) = 5	.07	(+) = 2 (0) = (-) = 4	-.33
INSERVICE TRAINING	(+) = 12 (0) = (-) =	1.0	(+) = 11 (0) = (-) = 1	.83	(+) = 3 (0) = (-) = 1	.50
VOCATIONAL EDUCATION	(+) = 5 (0) = 2 (-) =	.71	(+) = 5 (0) = 5 (-) =	.71	(+) = 4 (0) = (-) = 2	.33
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 1 (-) = 2	.44	(+) = 5 (0) = 3 (-) = 1	.44	(+) = 4 (0) = (-) = 6	-.20
STUDENT CODE OF CONDUCT	(+) = 15 (0) = (-) = 1	.88	(+) = 14 (0) = (-) = 2	.75	(+) = 3 (0) = 1 (-) = 6	-.30
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.57
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.57
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE	ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

KETTERING HIGH SCHOOL

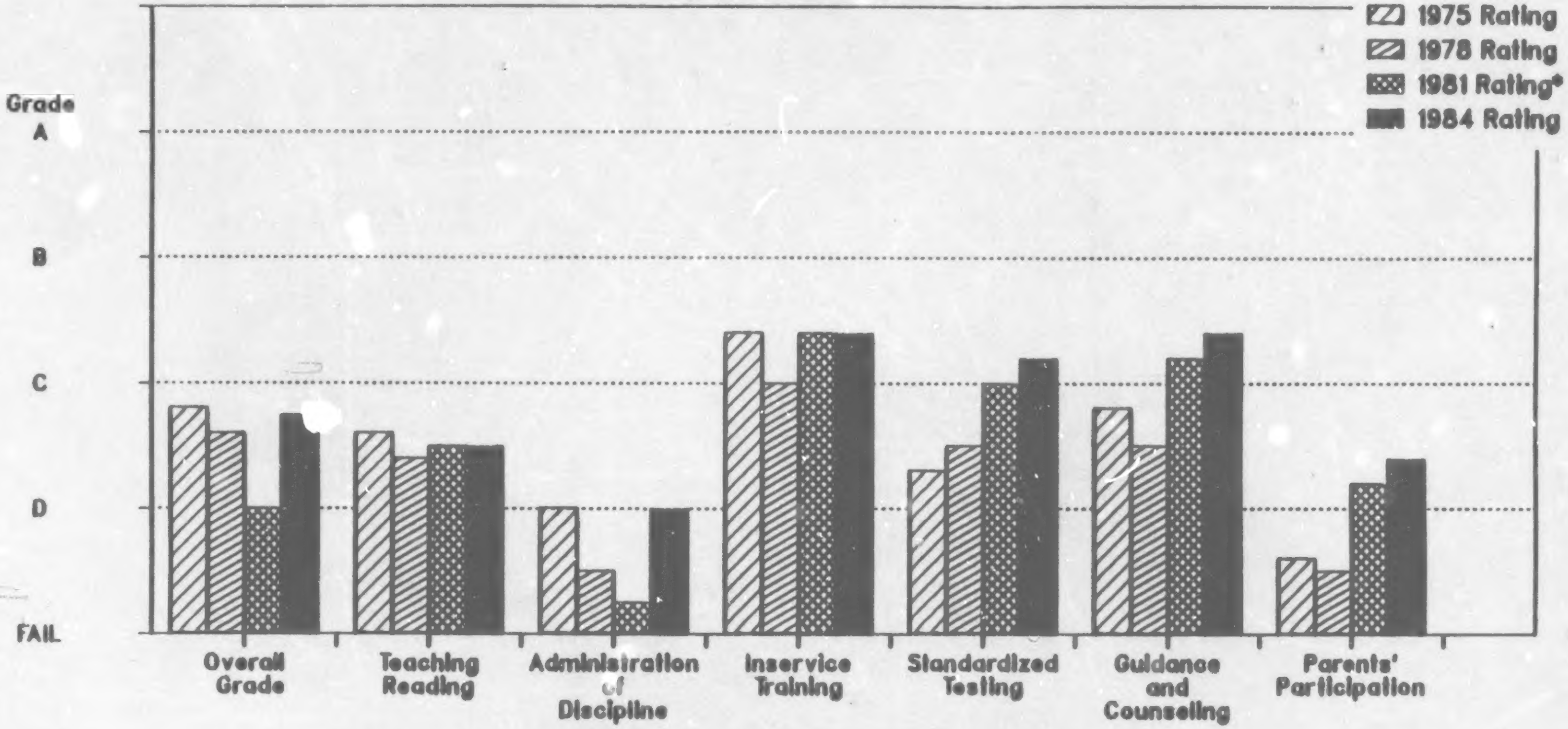
COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 16 (0) = (-) =	1.0	(+) = 7 (0) = 2 (-) = 2	.45	(+) = 3 (0) = 11 (-) = 6	-.15
COUNSELING AND CAREER GUIDANCE	(+) = 31 (0) = 1 (-) =	.97	(+) = 24 (0) = 1 (-) = 4	.69	(+) = 26 (0) = 18 (-) = 7	.37
INSERVICE TRAINING	(+) = 26 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 22 (0) = 1 (-) =	.96	(+) = 21 (0) = 1 (-) = 1	.87	(+) = 21 (0) = 2 (-) = 13	.22
SCHOOL-COMMUNITY RELATIONS	(+) = 48 (0) = (-) =	1.0	(+) = 42 (0) = 1 (-) = 3	.85	(+) = 8 (0) = 15 (-) = 1	.29
STUDENT CODE OF CONDUCT	(+) = 26 (0) = (-) =	1.0	(+) = 21 (0) = (-) =	1.0	(+) = 6 (0) = 2 (-) = 7	-.06
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) =	1.0	(+) = 13 (0) = 1 (-) = 1	.80	(+) = 7 (0) = 2 (-) = 6	.07
TESTING	(+) = 17 (0) = (-) =	1.0	(+) = 13 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.99
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.84
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.19

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

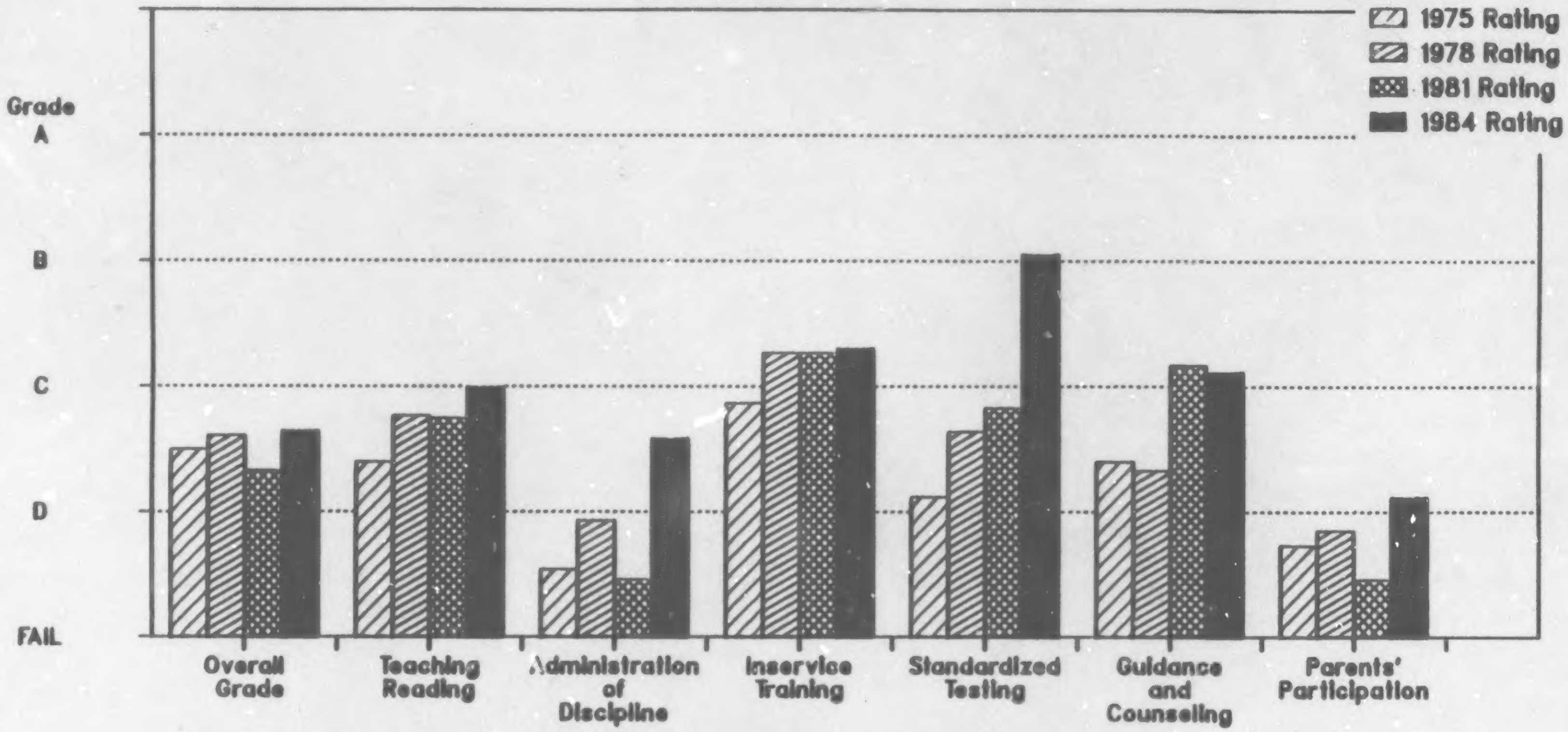
COUNSELOR RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
KETTERING HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* 1981 ratings are retrospective.

TEACHER RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
KETTERING HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-153

MARTIN LUTHER KING HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

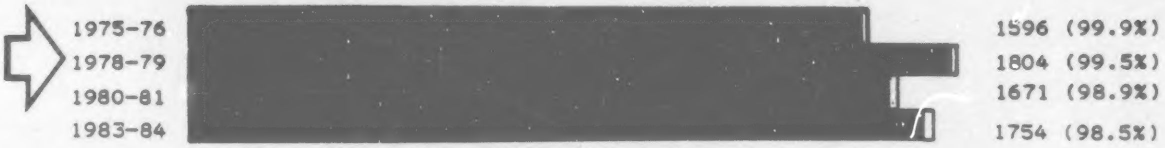
INDIVIDUAL SCHOOL PROFILE

OF

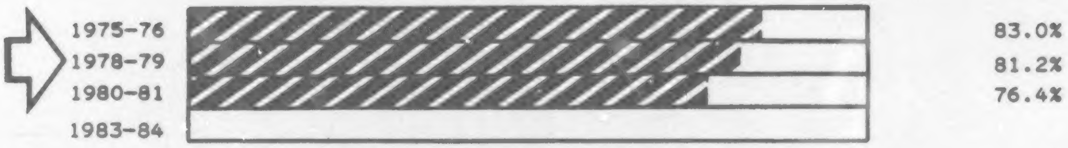
MARTIN LUTHER KING HIGH SCHOOL

School Characteristics*

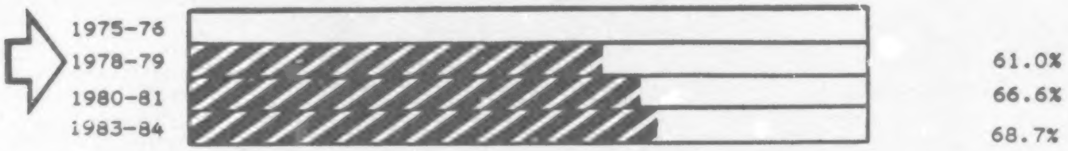
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

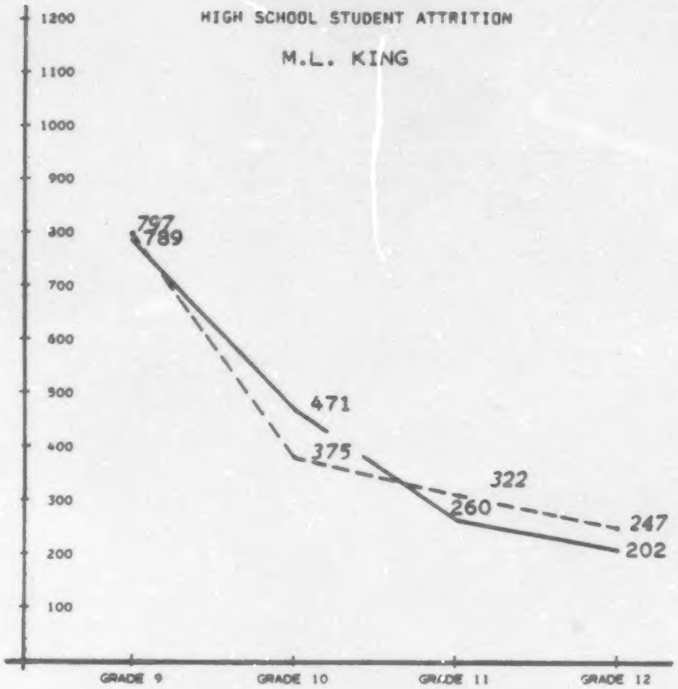
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	121.5	(1)	3.8	(6)
1980-81	48.0	(12)	2.5	(18)
1983-84	48.5	(13)	2.0	(18)

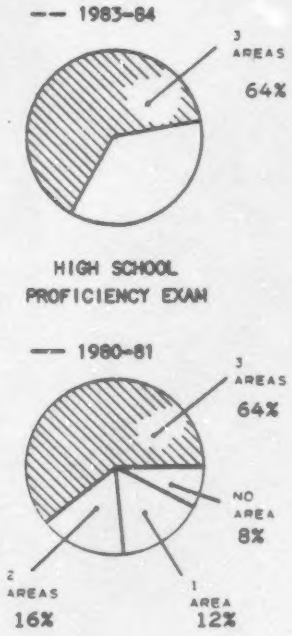
* per 100 students in membership

---

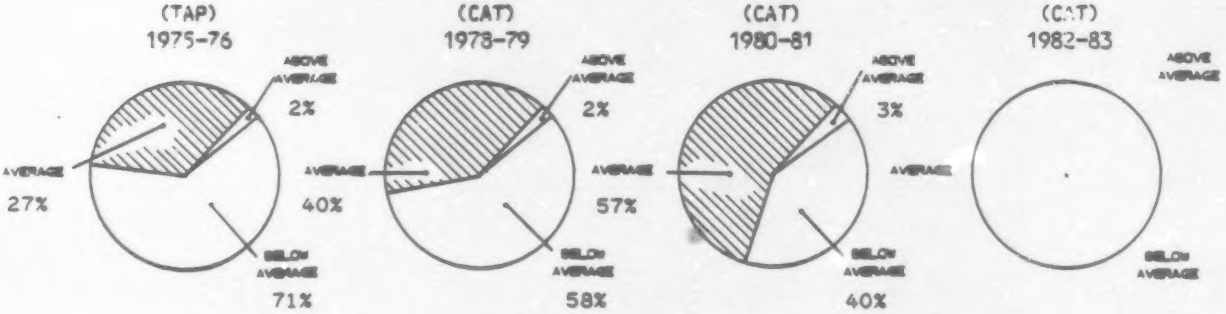
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

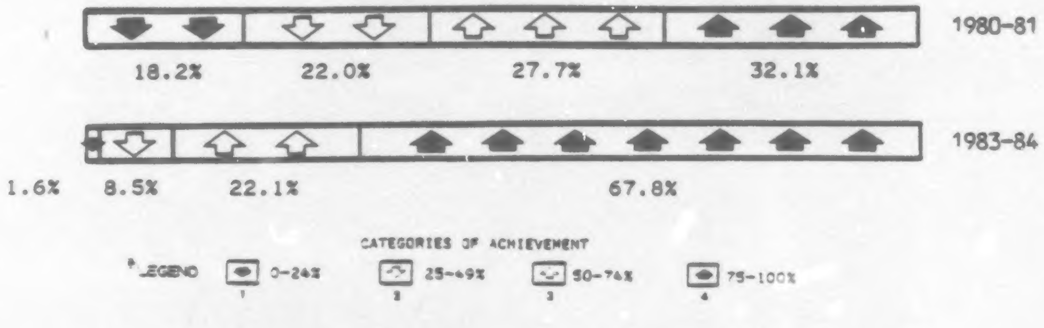




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP--READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

MARTIN LUTHER KING HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = 1 (-) = 3	.53	(+) = 8 (0) = 4 (-) = 3	.33	(+) = 3 (0) = (-) = 3	0.0
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 9 (0) = 1 (-) = 2	.58	(+) = 4 (0) = (-) =	1.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 5 (0) = 2 (-) =	.71	(+) = (0) = 6 (-) =	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 1 (-) = 2	.44	(+) = 8 (0) = 1 (-) =	.89	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 15 (0) = (-) = 1	.88	(+) = 14 (0) = (-) = 2	.75	(+) = 4 (0) = (-) = 6	- .20
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (C) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.71
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.61
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

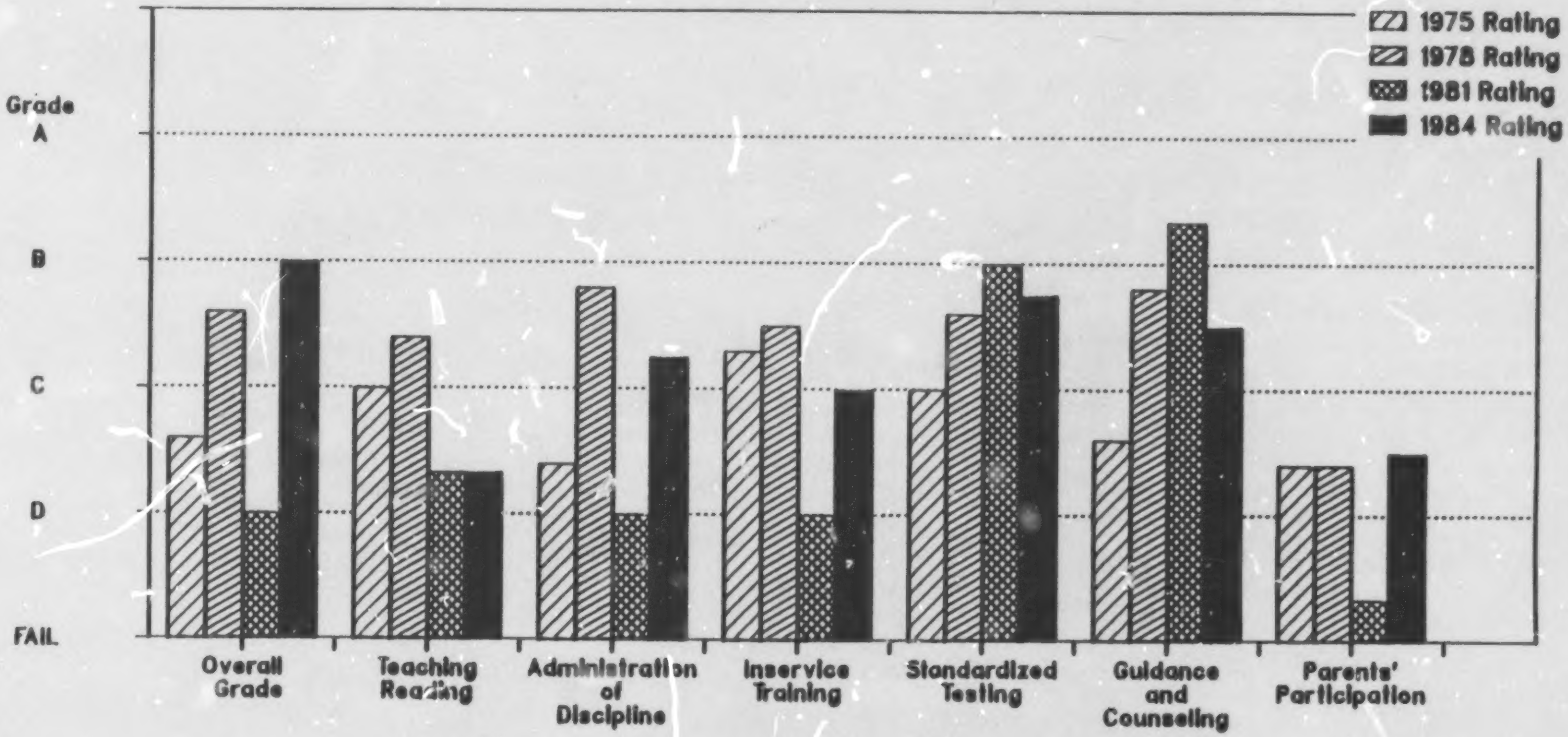
MARTIN LUTHER KING HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 21 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = 1 (-) =	.97	(+) = 24 (0) = 2 (-) = 5	.51	(+) = 42 (0) = 5 (-) = 6	.68
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 3	.63	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 22 (0) = (-) = 1	.91	(+) = 16 (0) = 8 (-) = 6	.33
SCHOOL-COMMUNITY RELATIONS	(+) = 3 (0) = 45 (-) =	.06	(+) = 4 (0) = 43 (-) =	.09	(+) = 13 (0) = 7 (-) = 4	.38
STUDENT CODE OF CONDUCT	(+) = (0) = 26 (-) =	0.0	(+) = (0) = 16 (-) =	0.0	(+) = 6 (0) = 2 (-) = 7	-.07
READING AND COMMUNICATION SKILLS	(+) = (0) = 27 (-) =	0.0	(+) = (0) = 15 (-) =	0.0	(+) = 6 (0) = 2 (-) = 7	-.07
TESTING	(+) = (0) = 15 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.41
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.31
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.33

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

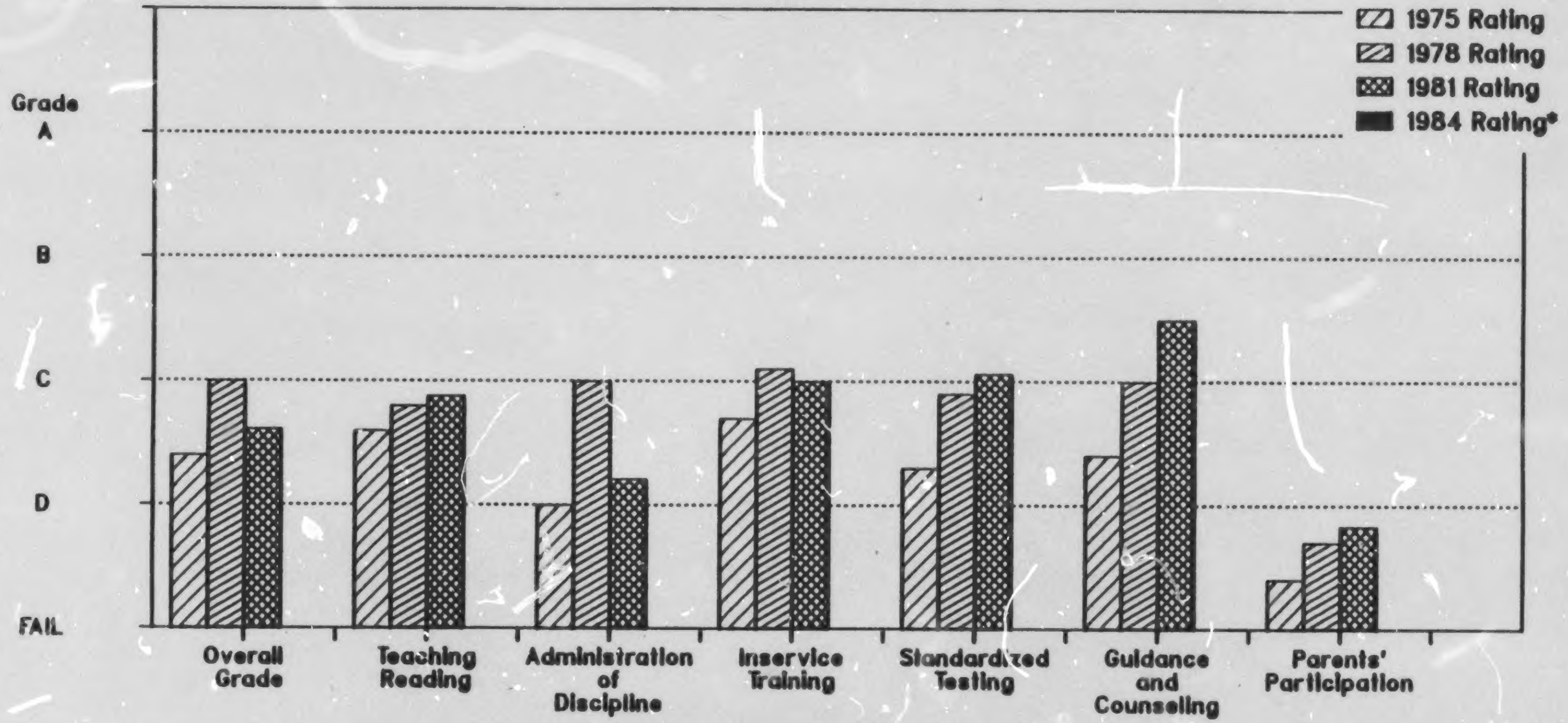
COUNSELOR RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
M.L. KING HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
M.L. KING HIGH SCHOOL



C-161

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Insufficient data.

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

SOUTHEASTERN HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

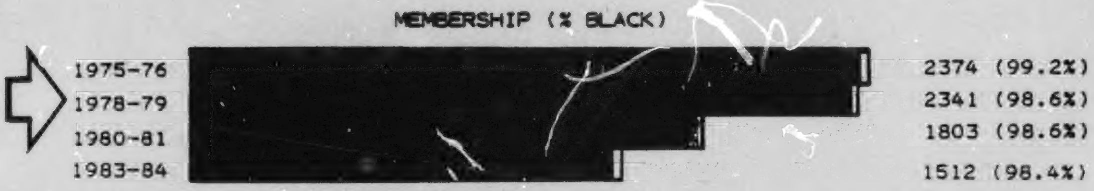
INDIVIDUAL SCHOOL PROFILE

OF

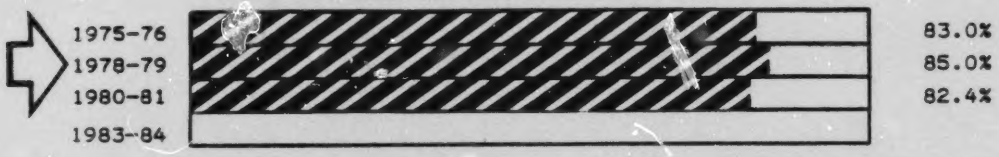
SOUTHEASTERN HIGH SCHOOL

School Characteristics*

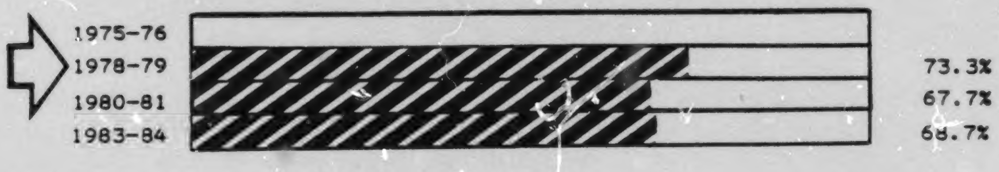
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



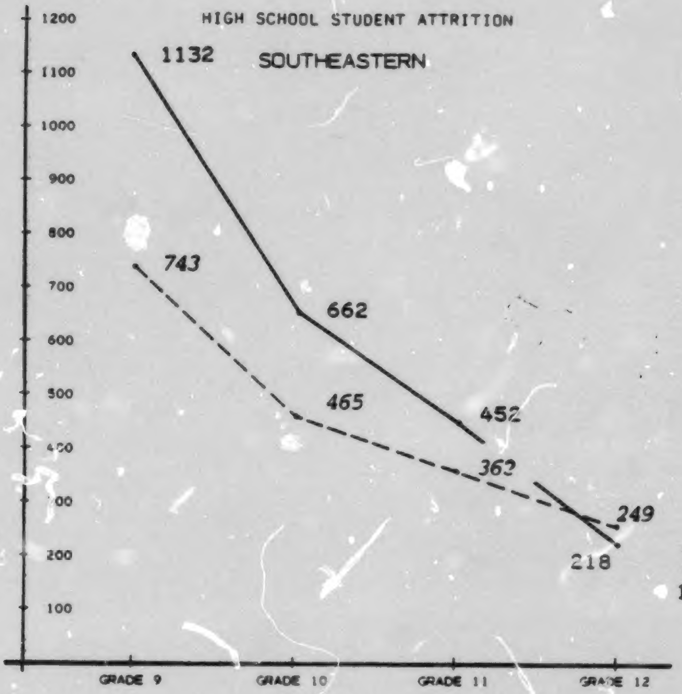
DISCIPLINARY ACTIVITY *

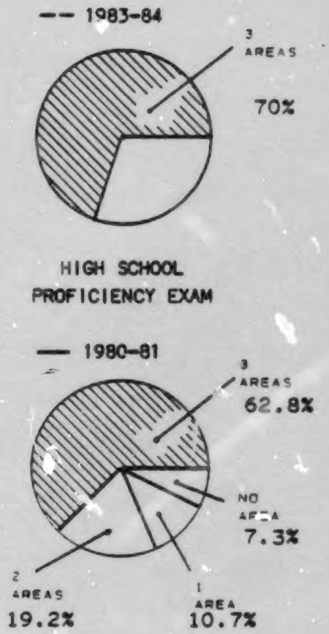
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	.7	(21)	1.6	(16)
1980-81	43.1	(15)	2.6	(17)
1983-84	85.4	(2)	4.8	(16)

* per 100 students in membership

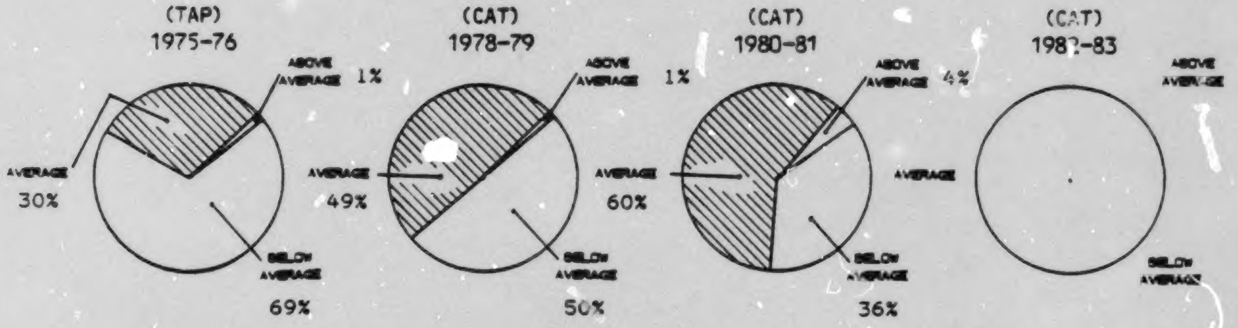
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

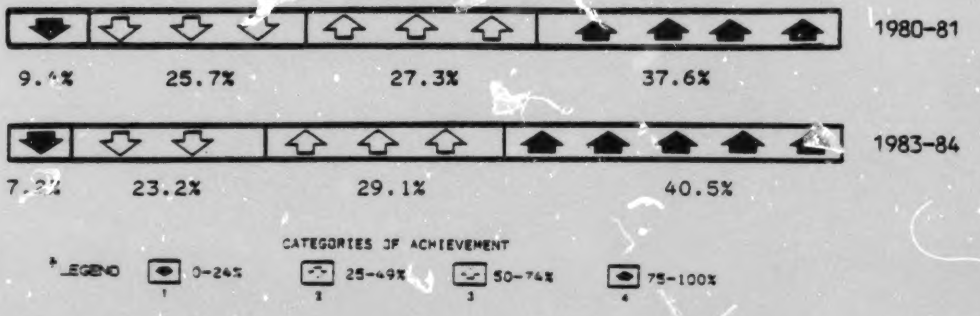




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

SOUTHEASTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 2 (0) = (-) =	1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 12 (0) = 1 (-) = 2	.93	(+) = 8 (0) = 1 (-) = 6	.13	(+) = (0) = (-) = 6	-1.0
INSERVICE TRAINING	(+) = 10 (0) = (-) = 2	.67	(+) = 9 (0) = (-) = 3	.50	(+) = 3 (0) = (-) = 1	.50
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 3 (0) = 1 (-) = 3	0.0	(+) = 1 (0) = 5 (-) =	.17
SCHOOL-COMMUNITY RELATIONS	(+) = 7 (0) = (-) = 2	.56	(+) = 7 (0) = 1 (-) = 1	.67	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 15 (0) = 1 (-) =	.94	(+) = 14 (0) = 1 (-) = 1	.81	(+) = 4 (0) = 2 (-) = 4	0.0
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 2 (0) = 1 (-) =	.67	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.80
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.46
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE	OR ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

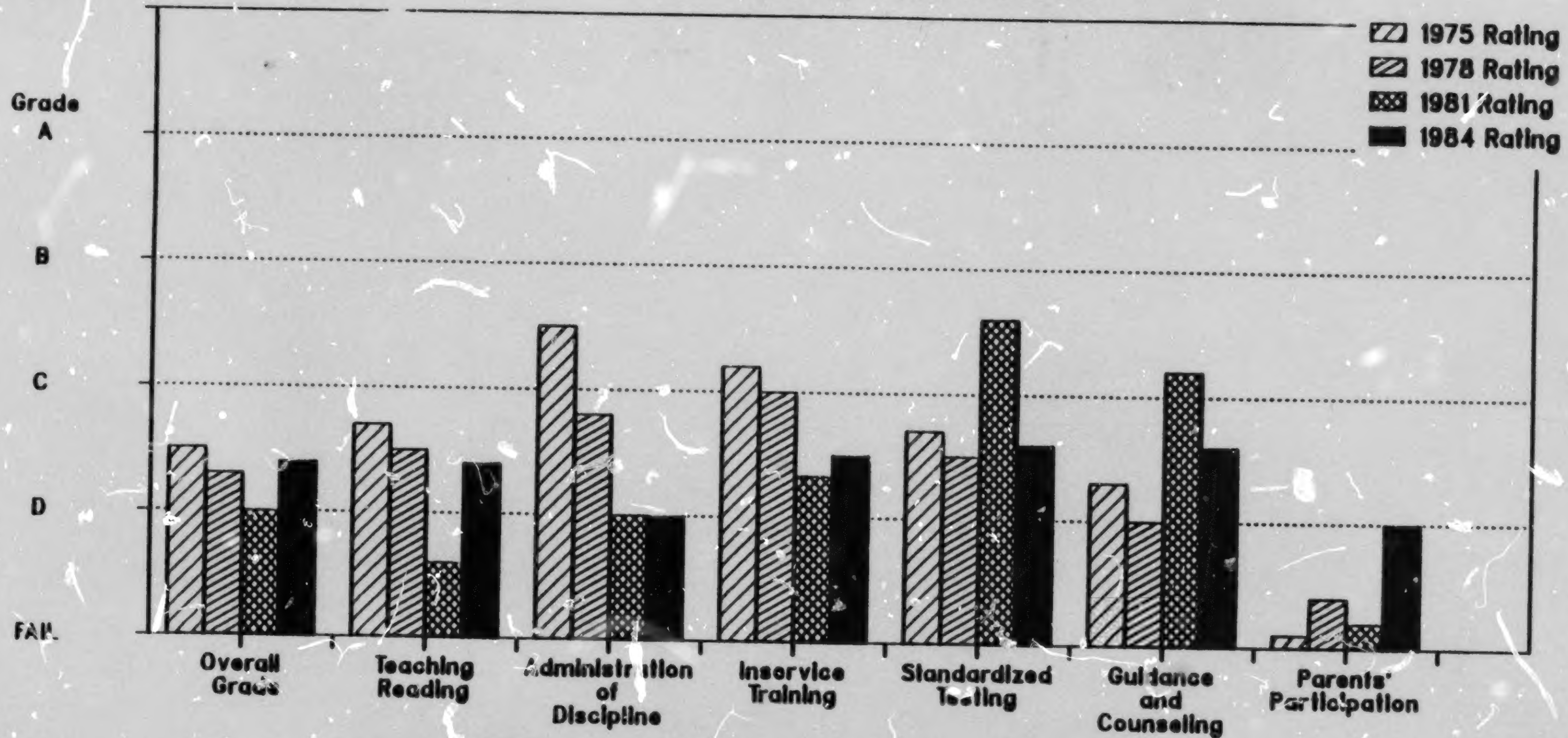
SOUTHEASTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 12 (0) = 1 (-) = 2	.67	(+) = 2 (0) = 9 (-) = 2	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 31 (0) = 1 (-) =	.97	(+) = 25 (0) = 1 (-) = 3	.76	(+) = 20 (0) = 10 (-) = 23	-.06
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 7 (0) = 5 (-) = 9	-.10	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 20 (0) = (-) = 3	.74	(+) = 13 (0) = 17 (-) = 8	.13
SCHOOL-COMMUNITY RELATIONS	(+) = 39 (0) = 3 (-) = 5	.72	(+) = 28 (0) = 3 (-) = 15	.28	(+) = 15 (0) = 4 (-) = 5	.42
STUDENT CODE OF CONDUCT	(+) = 22 (0) = 5 (-) =	.81	(+) = 15 (0) = 5 (-) = 1	.67	(+) = 5 (0) = 1 (-) = 9	-.27
READING AND COMMUNICATION SKILLS	(+) = 20 (0) = 9 (-) = 1	.63	(+) = 10 (0) = 4 (-) = 1	.60	(+) = 7 (0) = 3 (-) = 5	.13
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 4 (0) = 2 (-) = 7	-.23	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.84
INDEX II. ASSESSMENT	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.39
INDEX III. ASSESSMENT	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.06

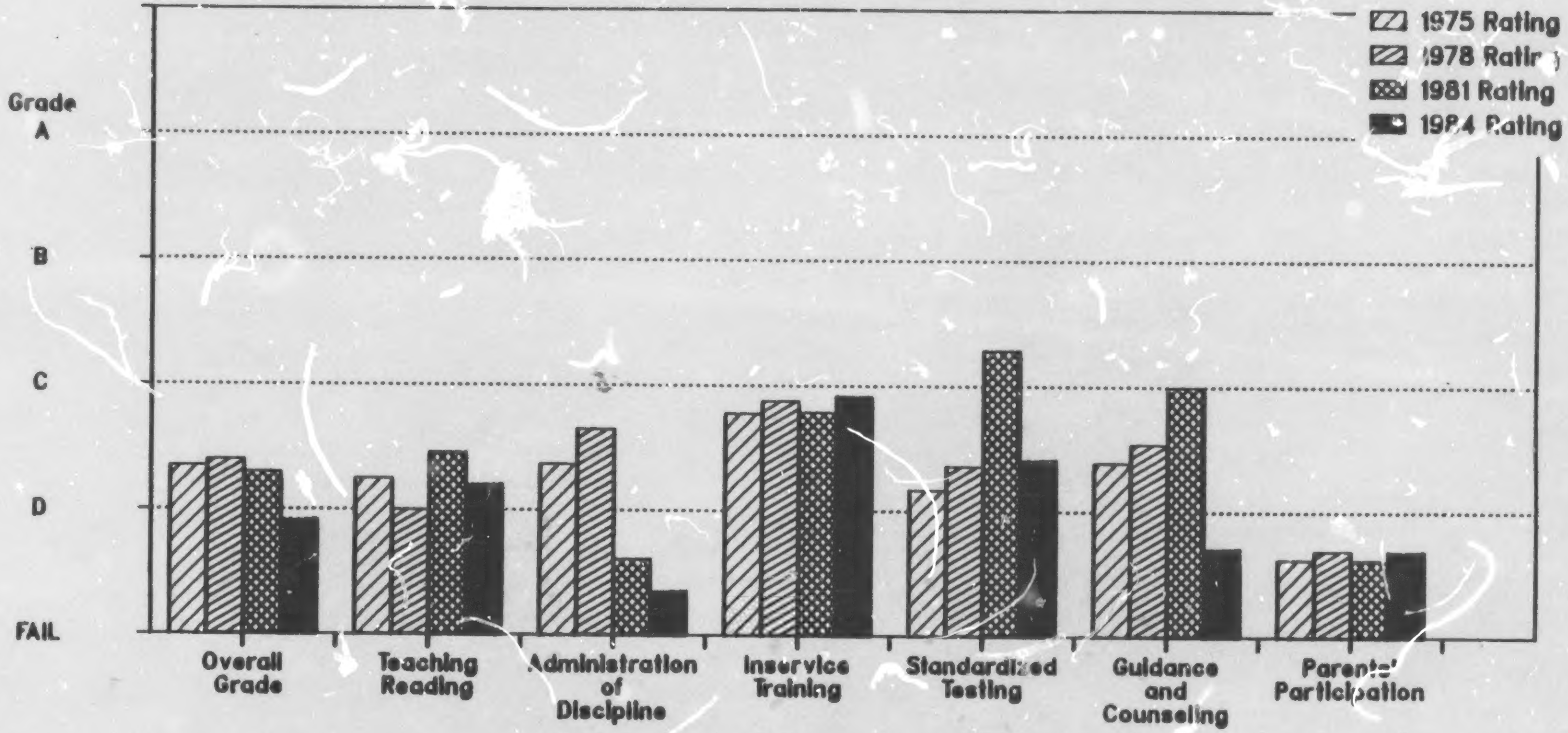
	-1.0	0	+1.0	
LEVEL I	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	LEVEL I
LEVEL II	INADEQUATE RESPONSE		ADEQUATE RESPONSE	LEVEL II
LEVEL III	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
SOUTHEASTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

TEACHER RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
SOUTHEASTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-169

CASS TECHNICAL HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

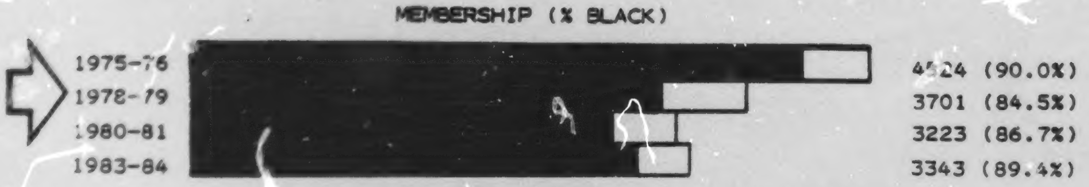
1975 - 1984

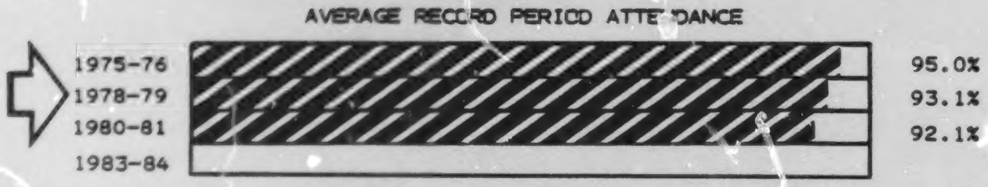
INDIVIDUAL SCHOOL PROFILE

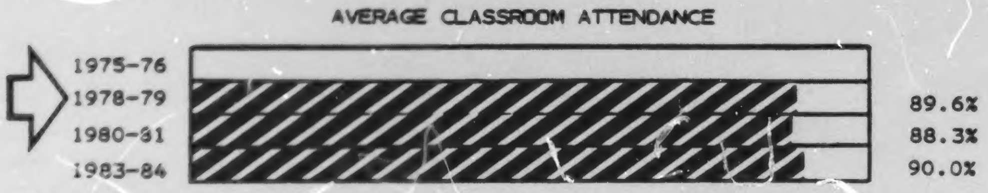
OF

CASS TECHNICAL HIGH SCHOOL

School Characteristics*







DISCIPLINARY ACTIVITY *

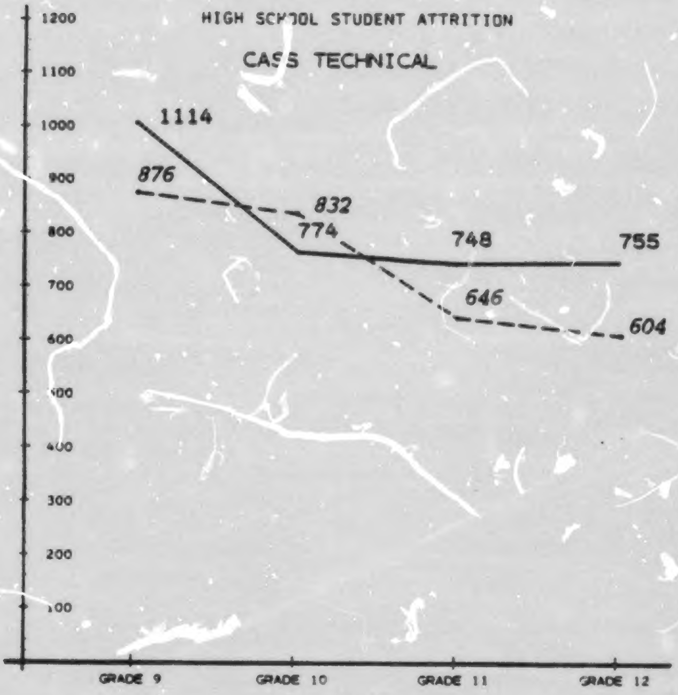
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	4.6	(17)	.4	(20)
1980-81	17.0	(21)	.4	(20)
1983-84	17.1	(21)	.4	(21)

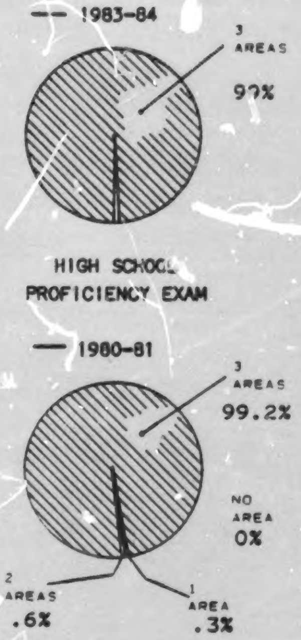
* per 100 students in membership

---

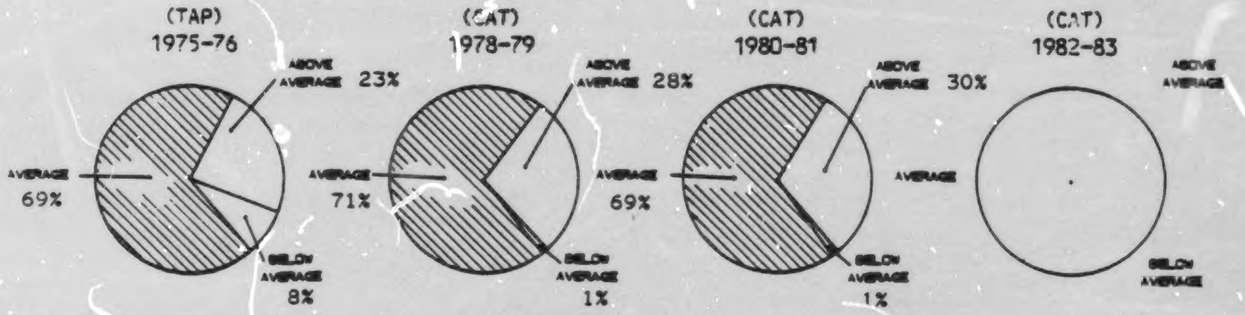
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

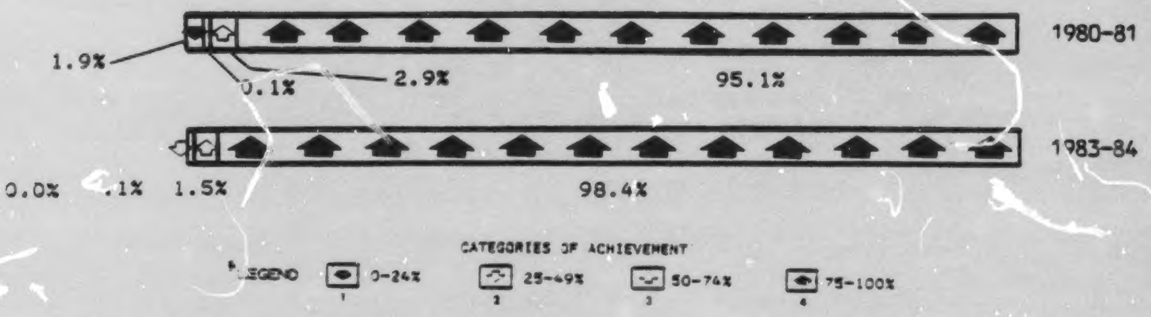




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP--READING*



BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

CASS TECHNICAL HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III
BILINGUAL EDUCATION	(+) = 1 (0) = 3 (-) =	.25	(+) = (0) = 2 (-) = 2	-.50	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 9 (0) = 3 (-) = 3	.40	(+) = 6 (0) = 4 (-) = 5	.07	(+) = 4 (0) = (-) = 2	.33
INSERVICE TRAINING	(+) = 10 (0) = (-) = 2	.67	(+) = 8 (0) = (-) = 4	.33	(+) = 2 (0) = (-) = 2	0.0
VOCATIONAL EDUCATION	(+) = 6 (0) = (-) = 1	.71	(+) = 6 (0) = (-) = 1	.71	(+) = 6 (0) = (-) =	1.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 1 (-) = 2	.44	(+) = 6 (0) = 3 (-) =	.67	(+) = 6 (0) = (-) = 4	.20
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 1 (-) = 1	.81	(+) = 13 (0) = 1 (-) = 1	.69	(+) = 7 (0) = 1 (-) = 2	.50
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 2 (0) = 1 (-) =	.67	(+) = 2 (0) = (-) = 3	- .20
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.63
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.44
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

CASS TECHNICAL HIGH SCHOOL

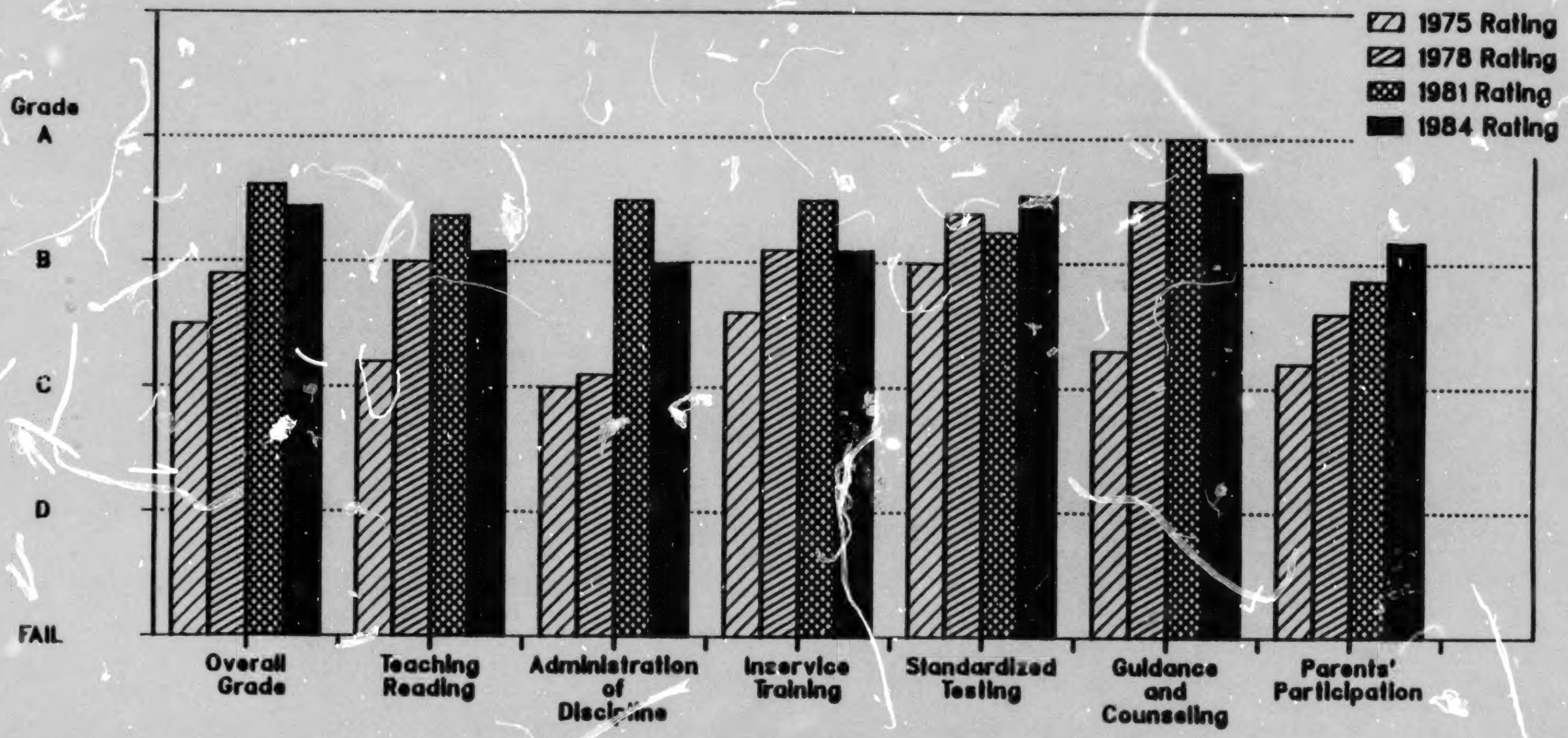
COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 19 (0) = (-) =	0.0	(+) = 1 (0) = 4 (-) = 6	-.45	(+) = 2 (0) = 11 (-) = 11	-.38
COUNSELING AND CAREER GUIDANCE	(+) = 35 (0) = (-) =	1.0	(+) = 29 (0) = 2 (-) =	.94	(+) = 41 (0) = 5 (-) = 7	.64
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 18 (0) = (-) = 5	.57	(+) = 18 (0) = 10 (-) = 8	.27
SCHOOL-COMMUNITY RELATIONS	(+) = 41 (0) = (-) = 2	.91	(+) = 37 (0) = (-) = 5	.76	(+) = 16 (0) = 3 (-) = 5	.46
STUDENT CODE OF CONDUCT	(+) = 25 (0) = (-) =	1.0	(+) = 15 (0) = 2 (-) = 3	.60	(+) = 8 (0) = 2 (-) = 5	.20
READING AND COMMUNICATION SKILLS	(+) = 26 (0) = (-) =	1.0	(+) = 14 (0) = (-) = 1	.87	(+) = 11 (0) = 4 (-) =	.73
TESTING	(+) = 14 (0) = 1 (-) =	.93	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	**ABILITY** OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.98
INDEX II. ASSESSMENT	⇨	**ADEQUACY** OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.70
INDEX III. ASSESSMENT	⇨	**ASSESSMENT OF COMPLIANCE** WITH SPECIFIC CRITERIA.	.36

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
CASS TECHNICAL HIGH SCHOOL

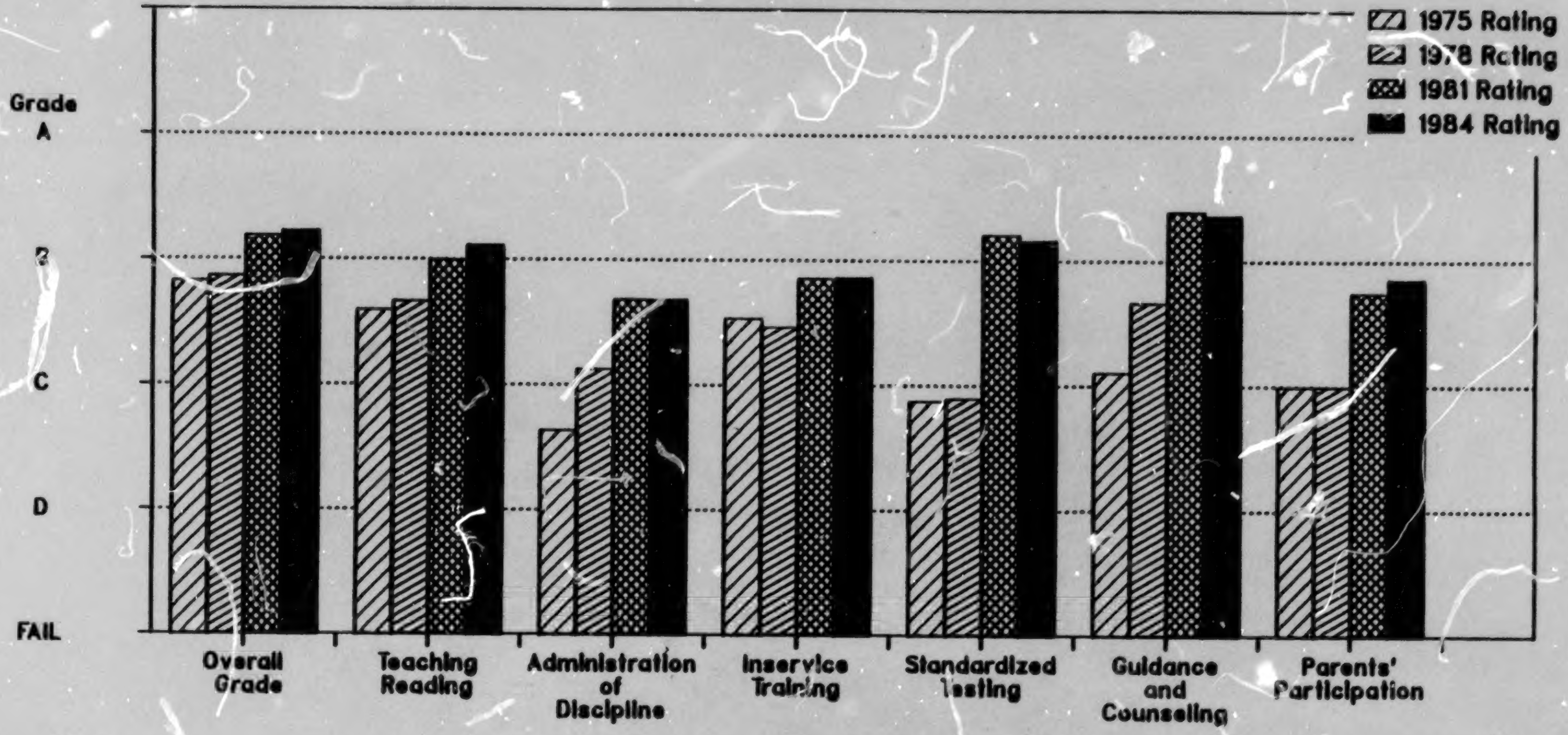


Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-176

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
CASS TECHNICAL HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

C-177

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

RENAISSANCE HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

1975 - 1984

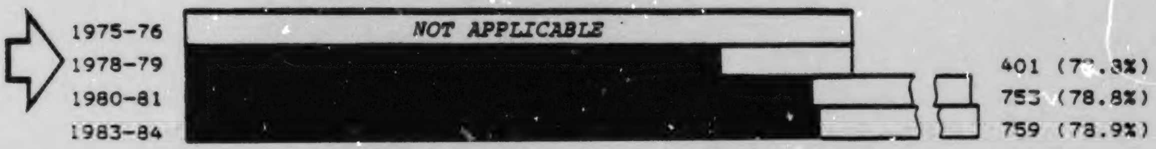
INDIVIDUAL SCHOOL PROFILE

OF

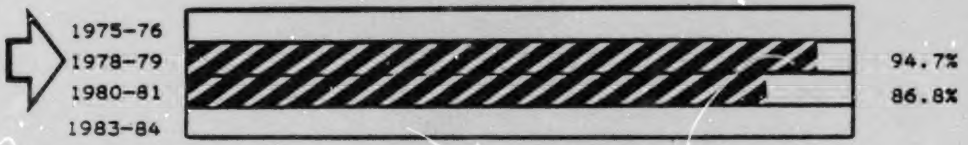
RENAISSANCE HIGH SCHOOL

School Characteristics*

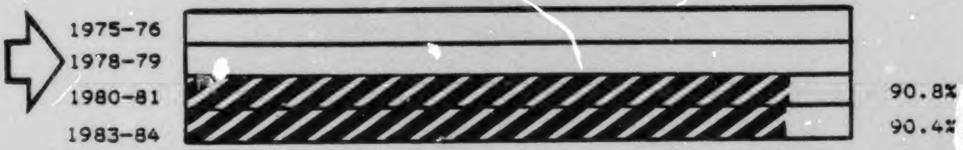
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	.5	(22)	.0	(21)
1980-81	13.1	(22)	.1	(21)
1983-84	6.6	(23)	.1	(22)

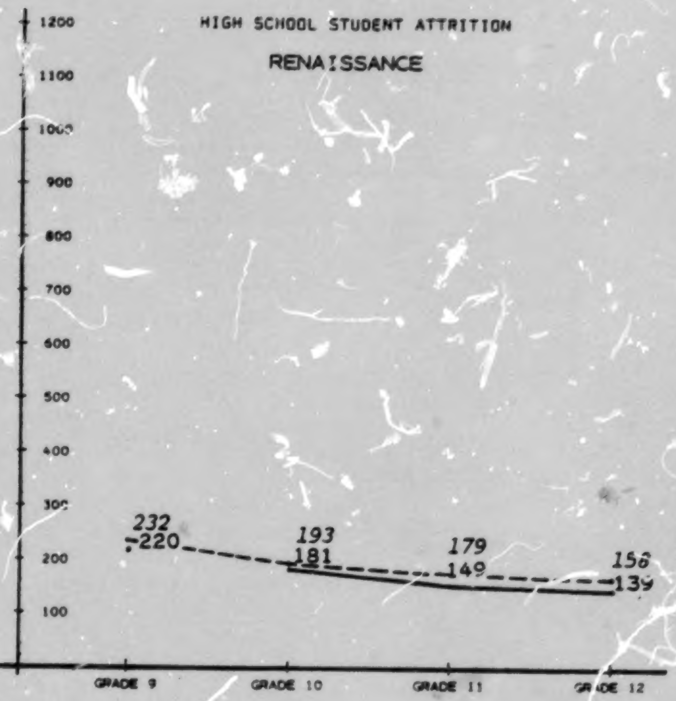
* per 100 students in membership

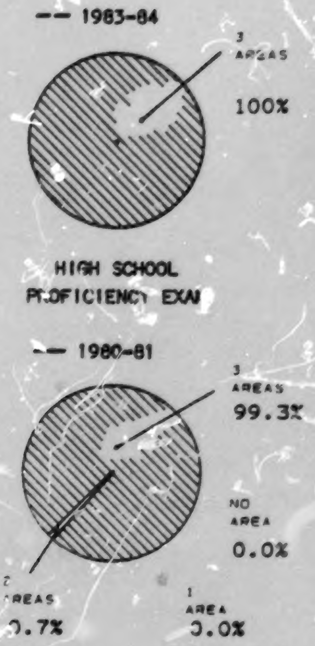
---

* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

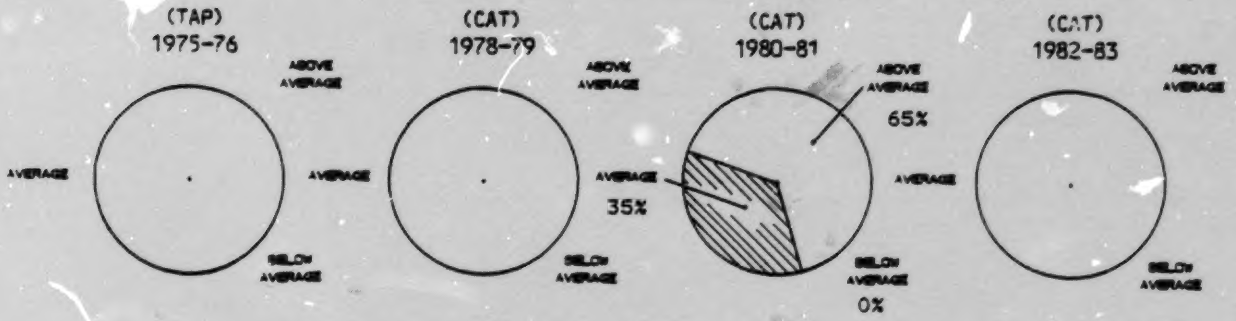
BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

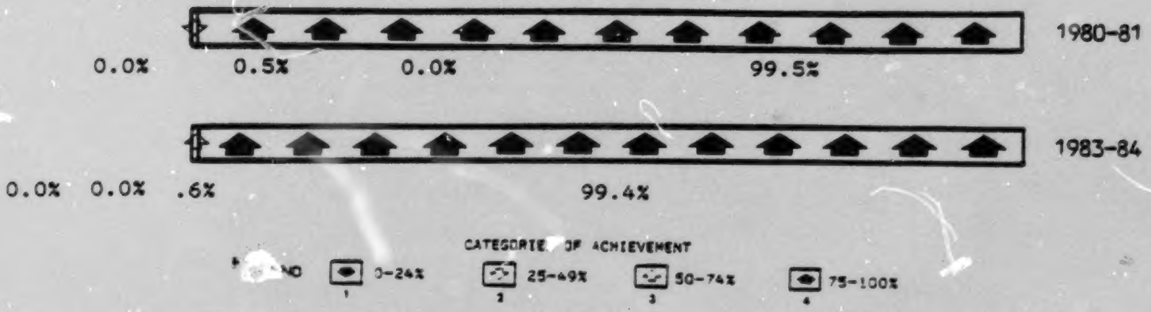




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

RENAISSANCE HIGH SCHOOL

(MISSING DATA)

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
INSERVICE TRAINING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
STUDENT CODE OF CONDUCT	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
READING AND COMMUNICATION SKILLS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
TESTING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	☐
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	☐
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	☐

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL	ABLE TO RESPOND	⇦ LEVEL I
		OR		
LEVEL II ⇨	INADEQUATE RESPONSE	ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

RENAISSANCE HIGH SCHOOL

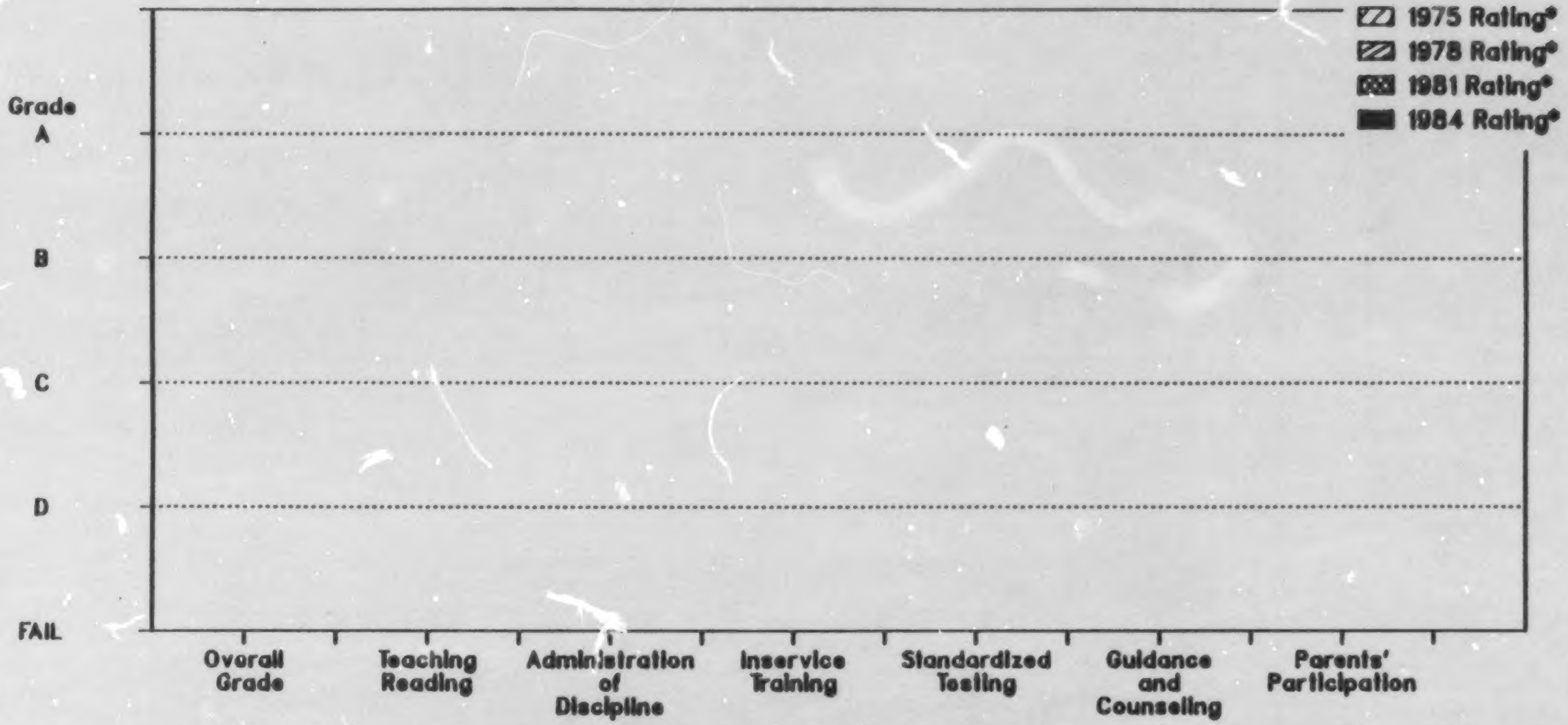
COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 21 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 28 (0) = 3 (-) = 6	.90	(+) = 22 (0) = 4 (-) = 2	.71	(+) = 45 (0) = 3 (-) = 5	.75
INSERVICE TRAINING	(+) = 26 (0) = (-) =	1.0	(+) = 10 (0) = (-) = 7	.18	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 2 (0) = 21 (-) =	.09	(+) = (0) = 22 (-) = 1	-.04	(+) = 5 (0) = 1 (-) = 5	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 48 (0) = (-) =	1.0	(+) = 38 (0) = (-) = 8	.65	(+) = 19 (0) = 2 (-) = 3	.67
STUDENT CODE OF CONDUCT	(+) = 24 (0) = (-) =	1.0	(+) = 19 (0) = 2 (-) =	.90	(+) = 10 (0) = 4 (-) = 1	.60
READING AND COMMUNICATION SKILLS	(+) = 12 (0) = (-) =	1.0	(+) = 7 (0) = (-) =	1.0	(+) = 8 (0) = (-) =	1.0
TESTING	(+) = 17 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.78
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.53
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.54

		-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND		EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE			ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA			MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
RENAISSANCE HIGH SCHOOL



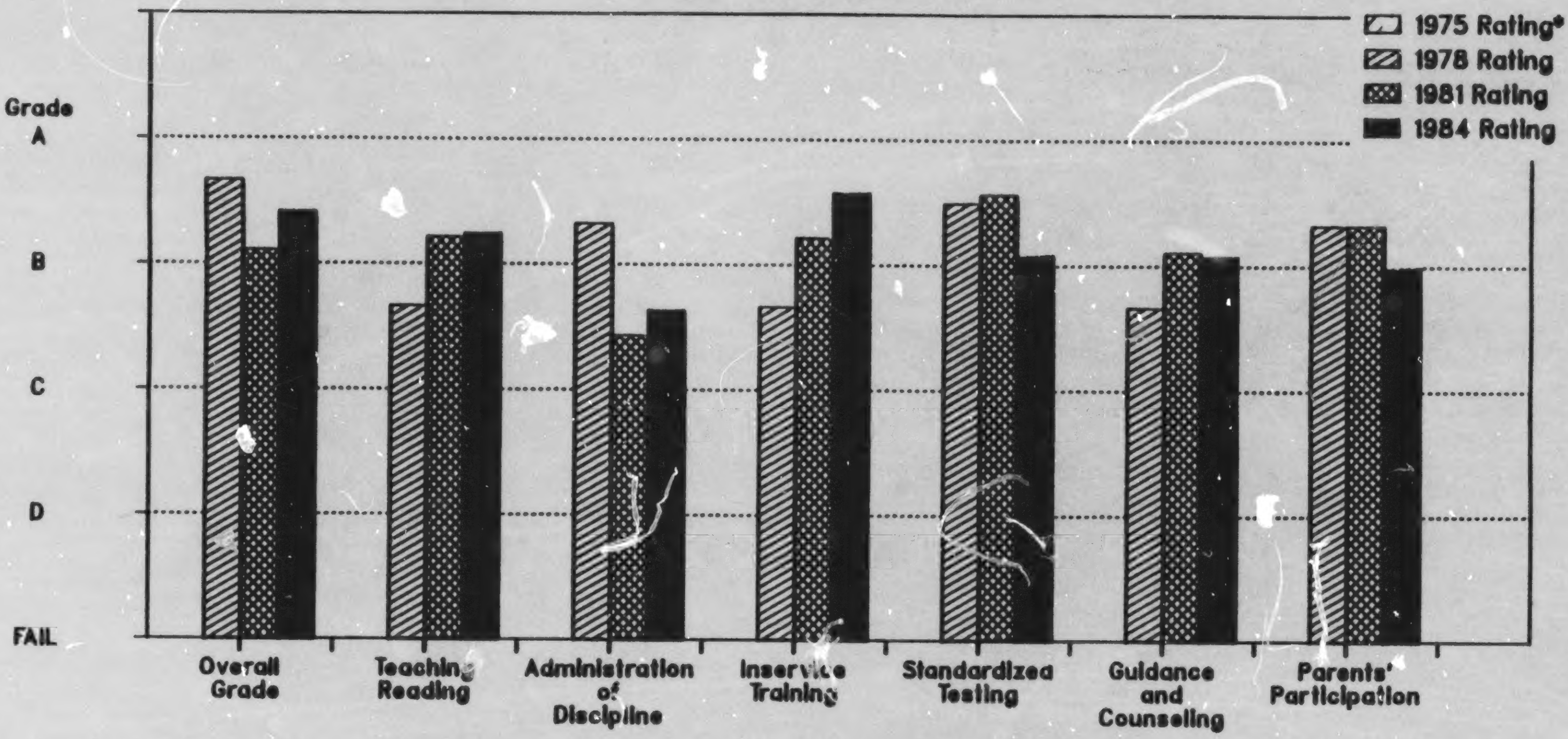
Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Insufficient data.

C-184

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 RENAISSANCE HIGH SCHOOL



Assessment of Individual School's Deilvery of Court-Ordered Programs--Part III

* 1975 data not available.

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

AERO MECHANICS HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

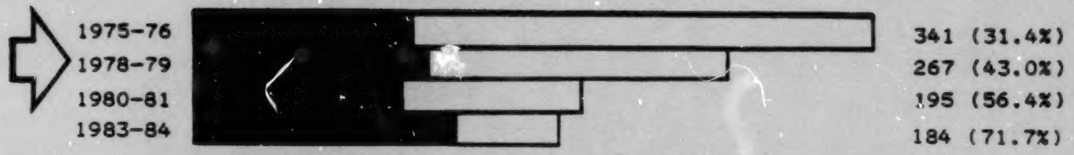
1975 - 1934
INDIVIDUAL SCHOOL PROFILE
OF

AERO MECHANICS HIGH SCHOOL

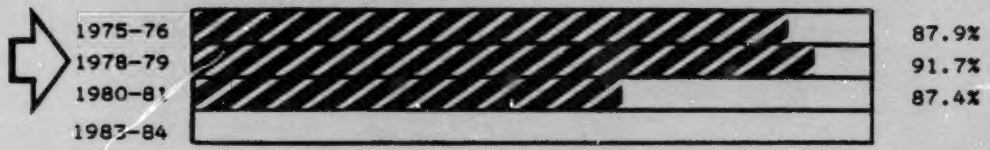
(DAVIS)

School Characteristics*

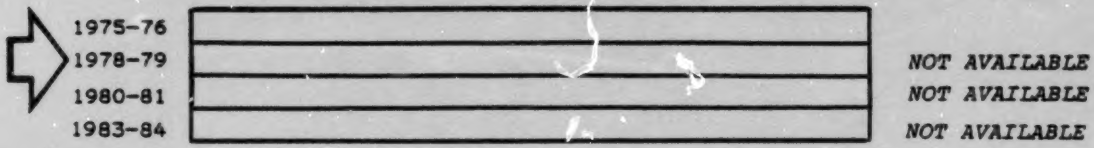
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



DISCIPLINARY ACTIVITY *

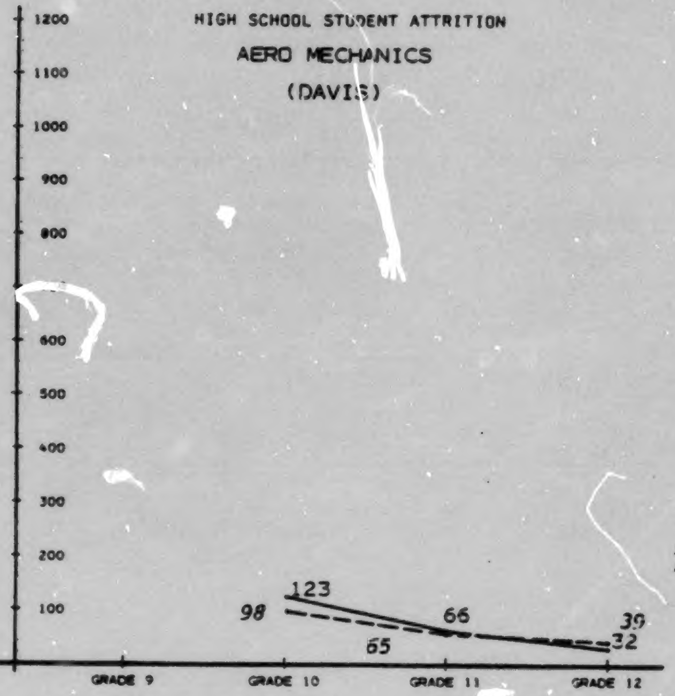
	EXCLUSION RATE	(RANK)	SUSPENSION RATE	(RANK)
1978-79	4.9	(16)	.4	(20)
1980-81	.1	(23)	.0	(22)
1983-84	55.4	(11)	.5	(20)

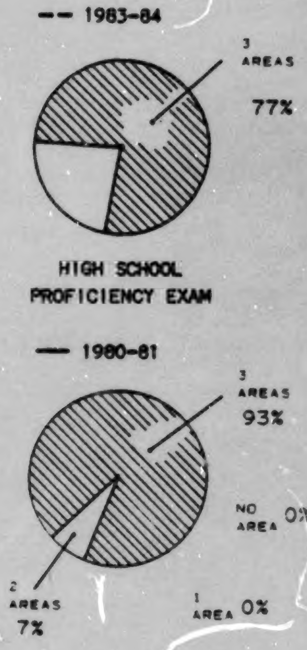
* per 100 students in membership

---

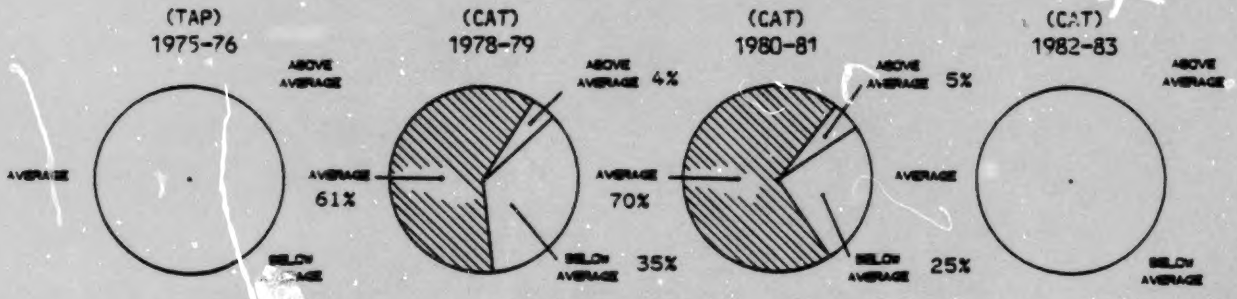
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part III

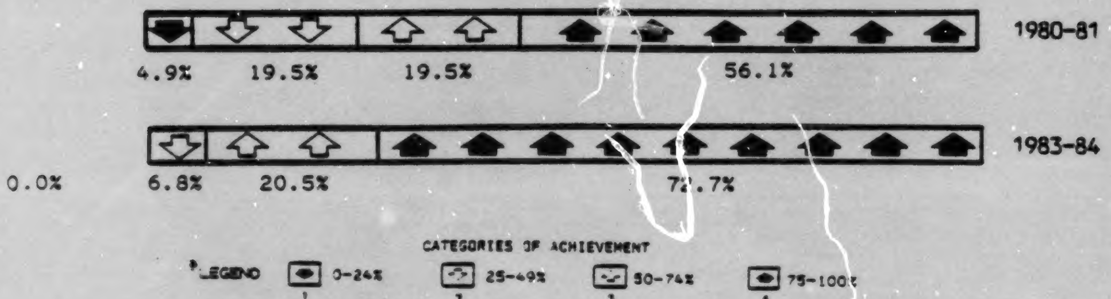




11TH GRADE READING ACHIEVEMENT 1975 TO 1983



GRADE 10 MEAP—READING*



BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

AERO MECHANICS HIGH SCHOOL

(MISSING DATA)

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
INSERVICE TRAINING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
STUDENT CODE OF CONDUCT	(+) = (0) = (-) =		(+) = [illegible] (-) =		(+) = (0) = (-) =	
READING AND COMMUNICATION SKILLS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
TESTING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨ ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT. ☐

INDEX II. ASSESSMENT ⇨ ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT. ☐

INDEX III. ASSESSMENT ⇨ ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA. ☐

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

BEST COPY

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

AERO MECHANICS HIGH SCHOOL

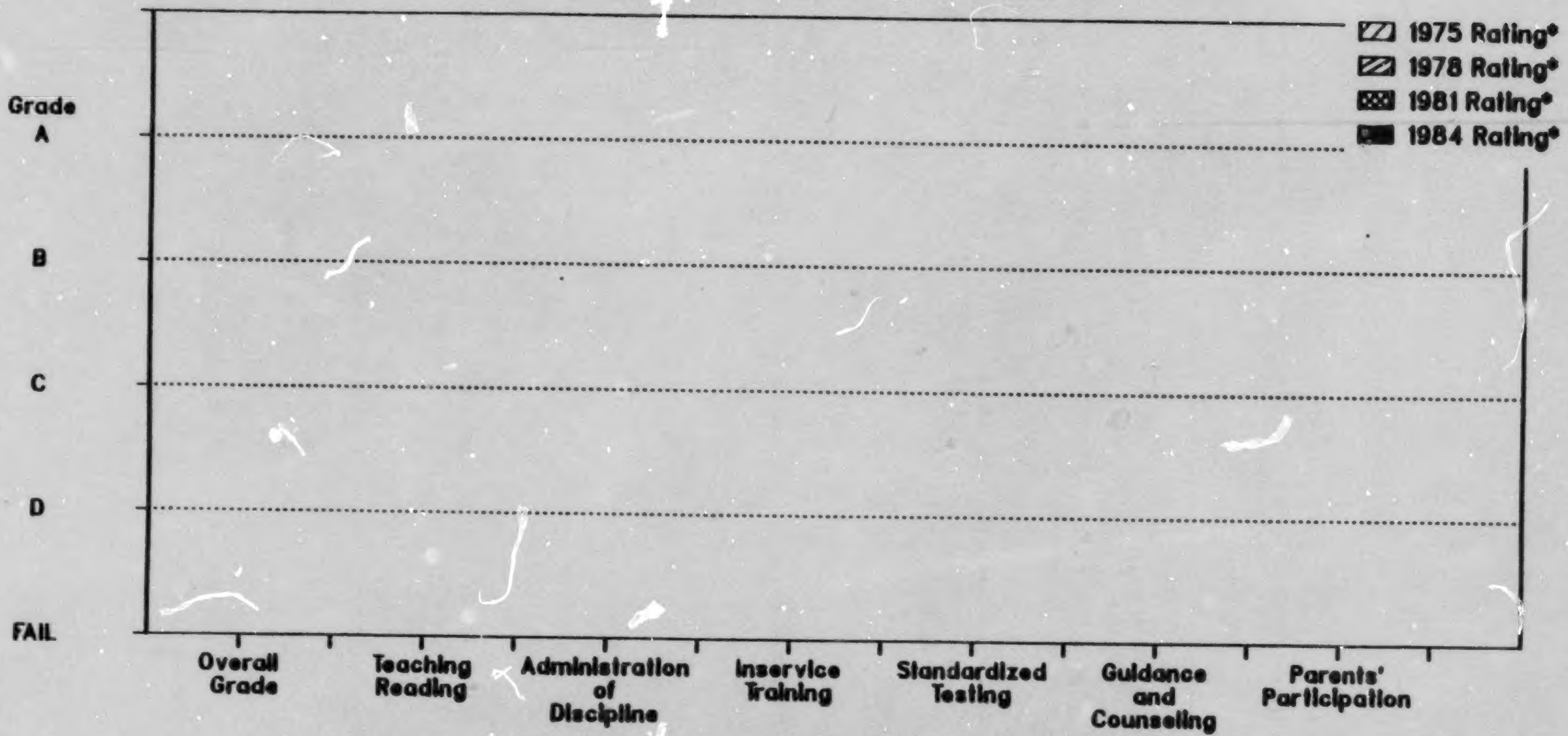
(MISSING DATA)

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
INSERVICE TRAINING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
STUDENT CODE OF CONDUCT	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
READING AND COMMUNICATION SKILLS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
TESTING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	☐
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	☐
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	☐

		-1.0	0	+1.0		
LEVEL I	⇨	UNABLE TO RESPOND	EQUIVOCAL OR	ABLE TO RESPOND	⇦	LEVEL I
LEVEL II	⇨	INADEQUATE RESPONSE	ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦	LEVEL II
LEVEL III	⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦	LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 AERO MECHANICS HIGH SCHOOL



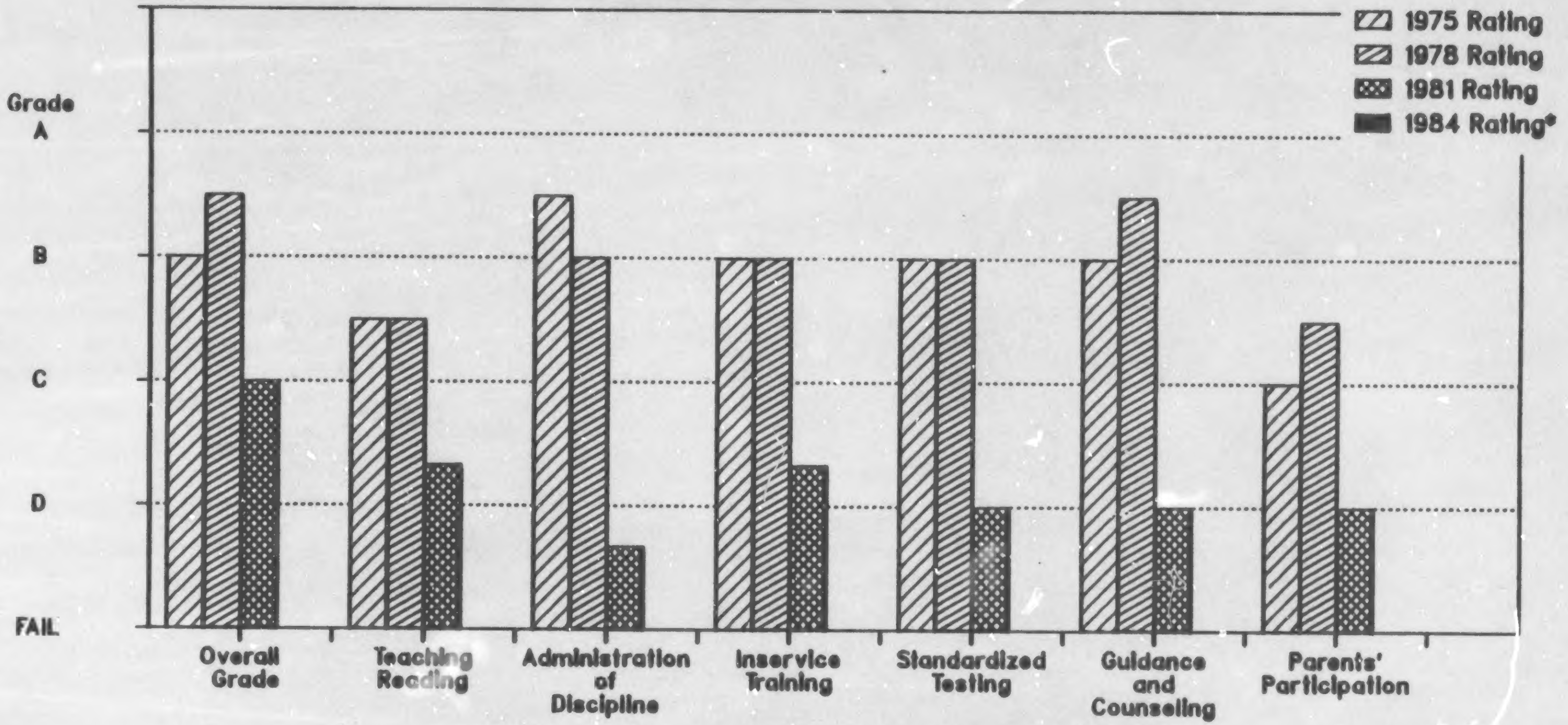
Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Insufficient data.

C-192

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1978 & 1981
AERO MECHANICS HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

* Missing data.

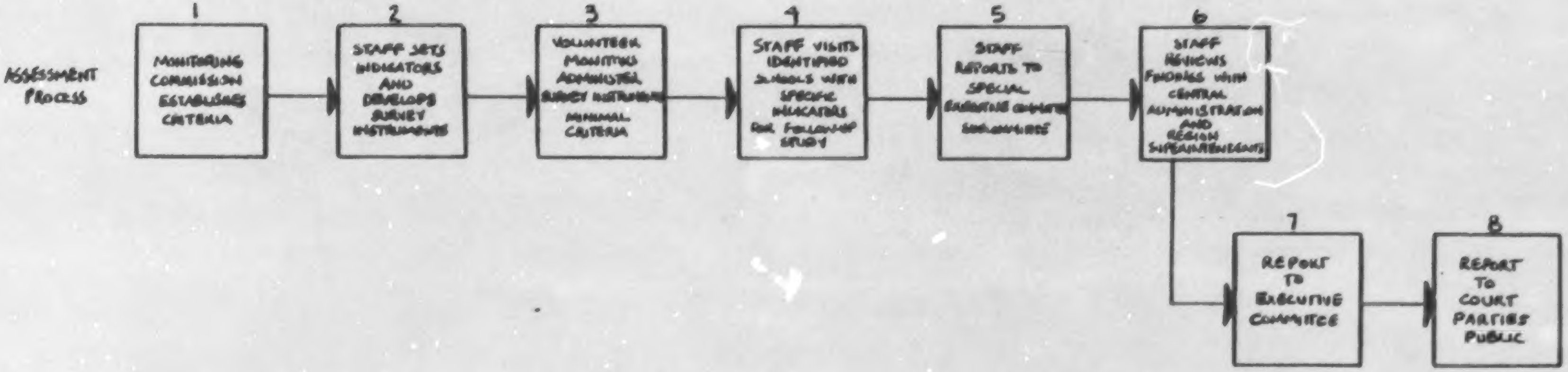
C-193

9/84
U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

D-1

U.S. DISTRICT COURT MONITORING COMMISSION

SCHEMATIC FOR ASSESSMENT OF INDIVIDUAL HIGH SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS


ASSESSMENT PROCESS
1
MONITORING COMMISSION ESTABLISHES CRITERIA
2
STAFF SETS INDICATORS AND DEVELOPS SURVEY INSTRUMENTS
3
VOLUNTEER MONITORS ADMINISTER SURVEY INSTRUMENT MINIMAL CRITERIA
4
STAFF VISITS IDENTIFIED SCHOOLS WITH SPECIFIC INDICATORS FOR FOLLOWUP STUDY
5
STAFF REPORTS TO SPECIAL EXECUTIVE COMMITTEE SUBCOMMITTEE
6
STAFF REVIEWS FINDINGS WITH CENTRAL ADMINISTRATION AND REGION SUPERINTENDENTS
7
REPORT TO EXECUTIVE COMMITTEE
8
REPORT TO COURT PARTIES PUBLIC

10/79

HIGH SCHOOL CRITERIA

Detroit School District
United States District Court
Monitoring Commission

1000 Federal Building, Detroit, Michigan 48226
226-6363

7 November 1978

To All Region Superintendents and High School Principals:

The enclosed "Criteria for Assessment of Individual School's Delivery of Court-Ordered Programs" and the accompanying Schematic were adopted by the Monitoring Commission on 1 November 1978.

As you may know, it is the Commission's intention to apply these criteria initially in the assessment of high schools. This program is now underway. We hope to discover through this process what problems are being encountered. We also expect, on the other hand, to focus attention on successful schools and programs.

The set of materials enclosed outlines the criteria the Commission will apply. Criteria are presented, by component, in an arrangement intended to assist us in the identification process:

A. (Column 1) identifies the "broad criteria" indicated by the goals of the court's orders. These serve as the basis for

B. (Column 2) the "minimal criteria for the initial assessment of schools." These criteria will be used to design monitor's visits wherein documents will be gathered, opinion surveys will be distributed, and interviews will be given. From this data staff will determine which schools require further investigation and

C. (Column 3) "staff action for further assessment of individual schools." If, for instance, the data, lists of members, or other indicators of criteria satisfaction collected by monitors visits shows the need for further assessment, staff will operate to collect more data, analyze records, or perform on-site visits as indicated.

The results of these investigations will be transmitted to the "special committee" as shown on the enclosed schematic. This committee will review staff findings and report to the Executive Committee.

We hope that this program will result in our being able to supply the school system and parties to the case with information that will assist them in further improvement of Detroit's schools. If you have any questions or suggestions please contact me.

Yours truly,

Kenneth A. Harris
Executive Director

cc: Dr. Arthur Jefferson
Detroit Board of Education
Parties to the Case

Detroit School District
United States District Court
Monitoring Commission

1000 Federal Building, Detroit, Michigan 48226
226-6363

27 November 1975

TO ALL DETROIT HIGH SCHOOL PRINCIPALS:

A copy of our next school survey instrument is enclosed. This questionnaire will be taken to each high school by our volunteer monitors. It will be administered by two monitors in each school. They will set appointments in order to interview Principals as well as English and Counseling department heads. It would be helpful, and save your time, if the information requested herein could be assembled in advance in preparation for the interviews. This survey will begin on 6 December and be completed by 20 December.

You will note that several of the items requested herein may have been previously submitted by your school. In cases where we have received these items, and where they are current, the monitors will be instructed not to collect them in your school. From some high schools, for example, we have received current copies of the "Guidance and Counseling Department Plans and Goals." These will not be sought again.

Thank you for your continued cooperation. If you have any questions please contact me.

Yours truly,

Kenneth A. Harris
Executive Director

KAH:wh

enclosure

cc: Dr. Norman V. Fuqua
Region Superintendents

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(3[illegible]3) 226-6363

20 May 1981

Dr. Norman V. Fuqua
Executive Deputy Superintendent
Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

Dear Dr. Fuqua:

Pursuant to our agreement to keep you abreast of our monitoring activities, I would like to inform you that we are beginning our monitoring of high schools toward the preparation of another criteria-based assessment report, as request by the court.

(1) monitors will set appointments with principals in order to collect data for the "initial" assessment of each school;

(2) monitors will also deliver prepared packets of opinionnaires to DFT local building representatives for appropriate distribution.

Item (2) above will not require local or central administrative activity. In regard to item (1), we will provide the necessary notification to the appropriate local school principals per our established protocol. These activities are scheduled between 26 May and 5 June.

If you have any questions regarding these activities, please contact me.

Yours, truly,

Kenneth A. Harris
Executive Director

KAH/sj

cc: Dr. Melvin Chapman
Dr. Marvin Green
Dr. Stuart C. Rankin
Mr. Charles Wells
Ms. Barbara Coulter
Ms. Eleanor B. Jones
Dr. Bernadine Denning

cc: Dr. Robert Lankton
Dr. Cecil Good
Dr. Helen A. Hart
Mr. Jaime de la Isla
Region Superintendents (8)
DPS High School Principals (23)

encl.

Detroit School District
United States District Court
Monitoring Commission
Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

18 May 1981

TO ALL DETROIT HIGH SCHOOL PRINCIPALS:

Copies of our next school survey instruments are enclosed. These data collection forms will be taken to each high school by our volunteer monitors. It will be administered by either one or two monitors in each school. They will set appointments in order to interview principals. They will also meet with Guidance Department Heads, Building Test Coordinators, Reading Specialists, and the various Vocational Education Department Heads.

Monitors are instructed to ask questions and record answers, and to collect specific documents. In some cases, you and other staff will be requested to prepare specific written explanations. The data collection forms describe such requests in more detail. If you examine each of the forms, you will note the specific documents required for this survey.

It would be helpful, and save your time and the monitor's time, if the information requested herein could be assembled in advance in preparation for the interviews.

This survey will begin on 26 May 1981 and be completed by 5 June 1981.

Thank you for your continued cooperation. If you have any questions please contact me or Ronald Dowe at 226-6363.

Yours truly,

Kenneth A. Harris
Executive Director

Enclosure

cc: Executive Deputy Superintendent
Region Superintendents

BILINGUAL EDUCATION

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. The school has implemented a process for identifying students who are of limited English speaking ability as defined by P.A. 294.	1.1.1 The identification process has been applied. 1.1.2 LESA students are identified. 1.1.3 Eligible students are selected for services.	1.2.1 Staff visits 1.2.2 Analysis of process
2. Identified students are offered bilingual programs consistent with P.A. 294 and state guidelines.	2.1.1 All eligible identified students desiring it are placed in bilingual programs. 2.1.2 The content of programs is consistent with identified needs. 2.1.3 Parents are notified and have given permission consistent with P.A. 294. 2.1.4 Each bilingual class is staffed with certified personnel who have the appropriate bilingual endorsement.	2.2.1 Staff visit 2.2.2 Interviews with teachers and students 2.2.3 Analysis of program
3. The school with eligible students is represented on the District-Wide Bilingual Advisory Committee.	3.1.1 The school is represented on the Regional Bilingual Advisory Committee.	3.2.1 Staff inquiry

RD:11 10-26-78

COUNSELING AND CAREER GUIDANCE

	Broad Criteria Based On Court-ordered Goals		Minimal Criteria for Initial Assessment of Schools		Staff Action for Further Assessment of Indicated Schools
1.	All personnel required for implementation of the modified program are in place according to Detroit Public School policy pursuant to the court-ordered plan.	1.1.1	The local school has guidance personnel assigned pursuant to program plans: a) one department head per modified program b) the counselor-student ratio is 1:300 c) the secretary-counselor ratio is 1:2	1.2.1	Staff analysis to determine adherence to policy and program plans
2.	Counselors and guidance staff have received in-service training consistent with program plans.	2.1.1	Counselors are inserviced as appropriate.	2.2.1	Interviews of staff
		2.1.2	Department heads are inserviced as appropriate in administrator workshops and group counseling.		
		2.1.3	Secretaries are inserviced as appropriate.		
3.	Guidance staff are performing tasks and fulfilling responsibilities consistent with job titles and role functions.	3.1.1	Guidance department head supervises and makes appropriate assignments of guidance secretaries and counselors in accordance with their role functions and skills developed via inservice training.	3.2.1	Interviews of staff
		3.1.2	Counselors and secretaries perform work assignments consistent with role functions.		
4.	The school has a viable Guidance Advisory Committee.	4.1.1	The Guidance Advisory Committee is organized with representation recommended by the Central Guidance Department.	4,2.1	Staff Analysis
		4.1.2	The Guidance Advisory Committee meets regularly and as appropriate.	4.2.2	Monitoring of meetings
		4.1.3	The Guidance Advisory Committee has developed plans and goals.	4.2.3.	Analysis of records
5.	The local school performs adequate departmental and school guidance planning.	5.1.1	The local school has as part of its "Achievement Plan," guidance department plans and goals.	5.2.1	Analysis to determine: a) comprehensivenes b) clarity c) assessment and evaluation
		5.1.2	The "school guidance plan" includes pertinent activities and appropriate timelines.		

IN-SERVICE TRAINING

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. Local school personnel have received in-service training in each of the court specified areas: a) Teacher expectations b) Human relations c) Ethnic and racial awareness d) Purpose and nature of each component of the desegregation order.	1.1.1 Workshops have been offered in each of the court specified areas. 1.1.2 Staff and other designated groups have received appropriate in-service training in each of the court specified areas per the in-service plan.	1.2.1 Staff investigation 1.2.2 Further analysis of records 1.2.3 Interviews of staff and others
2. The local school has a "School In-Service Planning Committee" consistent with program plans.	2.1.1 The school In-Service Planning Committee meets as appropriate. 2.1.2 The School In-Service Planning Committee collects data as specified by program plans.	2.2.1 Analysis of records and reports

READING

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. The Practical Life Skills Program is in place per the Detroit Public Schools Reading Program.	1.1.1 The school has the appropriate number of P.L.S. kits.	1.2.1 Interviews of staff
	1.1.2 Teachers have been prepared to use P.L.S. materials.	
2. The Objective Referenced Test Reading program for high schools is in place.	2.1.1 The 9th grade Reading Objectives are in use in each 9th grade English class.	2.2.1 Interviews of staff
3. The school provides technical assistance to students who are deficient in reading and communication skills.	3.1.1 The school has at least one reading specialist and one reading technician.	3.2.1 Staff investigation
	3.1.2 Students with communication skills deficiencies are referred to a specialist for remedial help.	3.2.2 Analysis of records

GWT:wh 10/26/78

D-19

SCHOOL-COMMUNITY RELATIONS

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. The school has a viable Local School-Community Relations Committee per court requirements.	1.1.1 School authorities have organized a LSCR Committee. 1.1.2 The LSCR Committee meets certification criteria as approved by the City-Wide SCR Council. 1.1.3 The LSCR Committee meets regularly and as appropriate. 1.1.4 The LSCR Committee developes goals and school-community projects. 1.1.5 The LSCR Committee engages in the resolution of desegregation problems.	1.2.1 Analysis of records 1.2.2 Analysis of local school and City-Wide SCR Council records. 1.2.3 Monitoring of meeting
2. The authority of the LSCR Committee and its structure are clearly defined and have been communicated to the school and community.	2.1.1 Subcommittees of the LSCR Committee meet regularly and as appropriate. 2.1.2 The LSCR Committee distributes information as appropriate.	2.2.1 Staff inquiry
3. The LSCR Committee receives adequate budgetary support pursuant to court requirements.	3.1.1 The LSCR Committee has a formal budget.	3.2.1 Staff investigation
4. The school's administration participates in SCR activities as required by the court order.	4.1.1 The LSCR Committee receives direct assistance and information from school authorities pursuant to court requirements.	4.2.1 Monitoring of meetings 4.2.2 Interviews of staff and membership
5. The LSCR Committee is appropriately represented within the school system per requirements of the court order.	5.1.1 A LSCR Committee representative regularly attends regional SCR Committee meetings. 5.1.2 An appropriate school staff member regularly attends regional SCR Committee meetings.	5.2.1 Staff inquiry

RD:11 10-26-78

HIGH SCHOOL CRITERIA

STUDENT CODE OF CONDUCT

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. The Student Code of Conduct is displayed, distributed, and inserviced according to provisions of the court order.	1.1.1 Copies of the Student Code of Conduct are distributed as appropriate to students. 1.1.2 Teachers are inserviced as appropriate on the Student Code of Conduct and the school's discipline and attendance policy. 1.1.3 The Student Code of Conduct is displayed prominently.	1.2.1 Interviews of students 1.2.2 Interviews of teachers 1.2.3 Analysis of records 1.2.4 Staff visit to determine location
2. The school's discipline and attendance policy is consistent with the Student Code of Conduct.	2.1.1 Copies of the school's discipline and attendance policy are distributed as appropriate.	2.2.1 Analysis to determine if school's discipline and attendance policy are consistent with code of conduct and Detroit Public School policy
3. Requirements of court-ordered disciplinary process are followed.	3.1.1 Incidents of prohibited behavior are acted upon pursuant to provisions of the code of conduct. 3.1.2 Incidents of illegal behavior are acted upon pursuant to provisions of the code of conduct. 3.1.3 Due Process is Observed.	3.2.1 Analysis to determine if school's discipline and attendance policy are practiced 3.2.2 Interviews of staff 3.2.3 Analysis of records
4. Accurate reports are made pursuant to court requirements.	4.1.1 Accurate reports of all infractions are made to the region.	4.2.1 Analysis to determine regularity of reporting 4.2.2 Analysis to determine consistency in reporting

RD:wh 10-25-78

			TESTING		
	Broad Criteria Based On Court-ordered Goals		Minimal Criteria for Initial Assessment of Schools		Staff Action for Further Assessment of Indicated Schools
1.	Students have been tested to determine reading proficiency according to provisions of the court-ordered plan.	1.1.1	The local school has reading proficiency test results for all 9th, 10th, and 12th grade students.	1.2.1	
		1.1.2	9th and 10th grade students are assigned to appropriate English classes based on reading proficiency test results and supplementary information.	1.2.2	On-site analysis of student placement
2.	The school is preparing for the implementation of the proposed Objective Referenced Test programs in other content areas.	2.1.1	Teachers and other staff have participated in further test design procedures.	2.2.1	Interviews of staff
		2.1.2	Teachers and administrators are inserviced as appropriate on test administration procedure and the utilization of test results.		

HIGH SCHOOL CRITERIA

RD/GT:wh 10-26-78

VOCATIONAL EDUCATION

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. The school provides all students with opportunities for full participation in prevocational, vocational, and cooperative education programs per provisions of the court order.	1.1.1 The school schedules vocational education programs. 1.1.2 The school facilitates student scheduling in prevocational, vocational, and co-op programs. 1.1.3 The school has the appropriate number of co-op coordinators.	1.2.1 Analysis of program 1.2.2 Interviews of staff and students 1.2.3 Analysis of scheduling
2. Equipment is serviceable and supplies are adequate for the school's prevocational and vocational education programs per the provisions of the court-ordered plan.	2.1.1 Equipment is adequate to teach the objectives of the program, 2.1.2 Supplies are adequate to teach the objectives of the program. 2.1.3 The school pursues reimbursement through added-cost funding. 2.1.4 The school receives added-cost reimbursement proportionate to the amount generated	2,2,1 Staff visit to determine adequacy 2,2,2 Staff investigation and analysis of records
3. "Competency Based Education" strategies are incorporated in the school's vocational education curriculum.	3.1.1 The school has CBE plans available for vocational education courses and programs. 3.1.2 Vocational education staff are using CBE plans and format.	3.2,1 Staff visit 3.2.2 Interviews of staff
4. Vocational education staff have received inservice training and professional development consistent with program plans.	4.1.1 Vocational education staff are inserviced in changing strategies in vocational education, 4.1.2 Vocational education staff are inserviced in preparation for the completion of the area vocational centers. 4.1.3 Vocational education staff participate in professional development activities.	4,2,1 Interviews of staff

RD:wh 10-26-78

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL SUBMITS A COPY OF THE IDENTIFICATION PROCESS USED TO IDENTIFY STUDENTS OF LIMITED ENGLISH-SPEAKING ABILITY. THE PROCESS MUST BE CONSISTENT WITH THE PROCESS APPROVED BY THE CENTRAL ADMINISTRATION BILINGUAL OFFICE.	<+> <-> <0>	COMPLETE INCOMPLETE, INCONSISTENT OR NOT AVAILABLE MISSING
2	2.	PRINCIPAL STATES THAT THE FOLLOWING ARE (IS) PRIMARILY RESPONSIBLE FOR IDENTIFYING LESA STUDENTS: (A) PRINCIPAL (B) ASSISTANT PRINCIPAL (C) UNIT (DEPARTMENT HEAD) (D) TEACHER (E) OTHER (ANY OTHER POSITION)	<+> <->	YES, (A),(B), OR (C) YES, (D) OR (E)
3	3.	PRINCIPAL REPORTS HE HAS A COPY OF THE GUIDE TO THE ADMINISTRATION OF BILINGUAL/BICULTURAL EDUCATION PROGRAMS IN THE DETROIT PUBLIC SCHOOLS.	<+> <->	YES NO
4	5.	IF ANSWER TO #4. IS YES, PRINCIPAL IS ABLE TO SHOW THE MONITOR A COPY OF THE GUIDE.	<+> <->	AVAILABLE NOT AVAILABLE OR NO (SEE 3 ABOVE)

(MORE)

BEST COPY

<u>ASSESSMENT ITEM</u>	<u>DATA COLLECTION FORM ITEM</u>	<u>INDICATORS OF CRITERIA SATISFACTION</u>	<u>SCORING</u>	<u>RESPONSE/CONTENT</u>
5	6.	THE PRINCIPAL SUBMITS A COPY OF THE MASTER LIST OF STUDENTS WHO HAVE BEEN IDENTIFIED AS OF LIMITED ENGLISH-SPEAKING ABILITY. THE LIST MUST SPECIFY THE FOLLOWING INFORMATION FOR EACH STUDENT:		
		LANGUAGE, GRADE, HOMEROOM, TEST SCORES USED TO DETERMINE ELIGIBILITY, TYPE OF SERVICES, MINUTES OF SERVICE PER DAY	<+> <->	MASTER LIST MEETS SPECIFIED CRITERIA DOES NOT MEET SPECIFIED CRITERIA OR NOT AVAILABLE
		OR DEMONSTRATE THAT THERE ARE NO LESA STUDENTS AS DETERMINED BY APPLICATION OF ELIGIBILITY CRITERIA.	<0>	MISSING
6	7.	PRINCIPAL PROVIDES A LIST OF <u>CERTIFIED BILINGUAL-ENDORSED TEACHERS</u> EMPLOYED BY THE SCHOOL. THE LIST <u>MUST</u> SPECIFY ALL OF THE FOLLOWING:		
		LANGUAGE USED IN INSTRUCTION (OTHER THAN ENGLISH) TEACHING LOAD (ALL STUDENTS) NUMBER OF LESA SERVED LANGUAGES OF LESA STUDENTS	<+> <-> <0> <B>	COMPLETE INCOMPLETE OR NOT AVAILABLE NO BILINGUAL ENDORSED TEACHERS OR MISSING NO LESA STUDENTS (SEE 5 ABOVE)

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
7	8.	PRINCIPAL PROVIDES A LIST OF <u>BILINGUAL EDUCATION TECHNICIANS</u> EMPLOYED BY THE SCHOOL. THE LIST <u>MUST</u> SPECIFY ALL OF THE FOLLOWING: LANGUAGE (OTHER THAN ENGLISH) CLASSROOM ASSIGNMENT (I.E., WHO SUPERVISES THE TECHNICIAN) NUMBER OF LESA SERVED LANGUAGES OF LESA STUDENTS	<+> <-> <0> <B>	COMPLETE INCOMPLETE OR NOT AVAILABLE NO BILINGUAL TECHNICIANS OR MISSING NO LESA STUDENTS (SEE 5 ABOVE)
8	9.	PRINCIPAL PROVIDES A LIST OF <u>BILINGUAL SCHOOL-SERVICE ASSISTANTS</u> EMPLOYED BY THE SCHOOL. THIS LIST <u>MUST</u> SPECIFY ALL OF THE FOLLOWING: LANGUAGE (OTHER THAN ENGLISH) CLASSROOM ASSIGNMENT (I.E., WHO SUPERVISES THE SCHOOL-SERVICE ASSISTANTS) NUMBER OF LESA SERVED LANGUAGES OF LESA STUDENTS	<+> <-> <0> <B>	COMPLETE INCOMPLETE OR NOT AVAILABLE NO BILINGUAL SCHOOL-SERVICE TECHNICIANS OR MISSING NO LESA STUDENTS (SEE 5 ABOVE)
9	10.,11.	NON-LIMITED ENGLISH-SPEAKING STUDENTS DO NOT COMPOSE > 50% OF STUDENTS IN CLASSROOMS WHERE LESA STUDENTS RECEIVE BILINGUAL EDUCATION SERVICES.	<+> <-> <B>	< 15 NON-LESA PER CLASS $\geq$ 15 NON-LESA PER CLASS NO LESA STUDENTS (SEE 5 ABOVE)

(MORE)

BEST COPY

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
10	16.	PRINCIPAL SUBMITS THE NAME OF THIS SCHOOL'S REPRESENTATIVE TO THE REGIONAL ADVISORY COMMITTEE.	<+>	SUBMITTED NAME APPEARS ON BILINGUAL ADVISORY COMMITTEE LIST
			<->	NO NAME SUBMITTED OR DOES NOT APPEAR ON BILINGUAL ADVISORY COMMITTEE LIST
			<B>	NO LESA STUDENTS (SEE 5 ABOVE)
11	18.	PRINCIPAL STATES THAT THE SCHOOL HAS A BILINGUAL ADVISORY COMMITTEE (OR ITS EQUIVALENT).	<+>	YES
			<->	NO
			<B>	NO LESA STUDENTS (SEE 5 ABOVE)
12	19.	FOR SCHOOLS WITH A BILINGUAL ADVISORY COMMITTEE, PRINCIPAL PROVIDES A LIST OF THE CURRENT MEMBERSHIP OF THE COMMITTEE. LIST MUST INCLUDE THE FOLLOWING: A CURRENT DATE (1980-81 SCHOOL YEAR) NAMES OF MEMBERS DESIGNATION OF MEMBERS (E.G., PARENT, TEACHER, ETC.)	<+>	LIST MEETS SPECIFIED CRITERIA
			<->	INCOMPLETE OR NOT AVAILABLE
			<0>	MISSING
			<B>	NO COMMITTEE (SEE 11 ABOVE)
13	20.	PRINCIPAL PROVIDES A SCHEDULE OF MEETINGS OF THE BILINGUAL ADVISORY COMMITTEE FOR THE CURRENT SCHOOL YEAR (IF THE ANSWER TO DATA COLLECTION FORM ITEM #18 IS YES). SCHEDULE MUST INCLUDE DATES, TIMES AND MEETING PLACES.	<+>	COMPLETE
			<->	INCOMPLETE OR NOT AVAILABLE
			<0>	MISSING
			<B>	NO COMMITTEE (SEE 11 ABOVE)

(END)

PAGE 1 OF 4
BILINGUAL/BICULTURAL
(HIGH)

ASSESSMENT 111

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	DPS DATA	APPROPRIATE MEASURES (I.E. TESTING) HAVE BEEN APPLIED BY THE SCHOOL TO DETERMINE STUDENT ELIGIBILITY FOR SERVICES.	<+>	ENGLISH ASSESSMENT SCORES (LAB OR CAT) ARE LISTED FOR EACH STUDENT (GRADE 9, 10, 11, AND 12) APPEARING ON ELIGIBILITY LIST
			<->	ENGLISH ASSESSMENT SCORES (LAB OR CAT) MISSING FOR > 5 STUDENTS
			<0>	ENGLISH ASSESSMENT SCORES (LAB OR CAT) MISSING FOR 1-5 STUDENTS OR DATA NOT AVAILABLE
			<B>	NO LESA STUDENTS AS DETERMINED BY APPLICATION OF ELIGIBILITY CRITERIA
2	DPS DATA	ELIGIBLE STUDENTS ARE LISTED AS RECEIVING BILINGUAL SERVICES.	<+>	ENGLISH ASSESSMENT SCORES (LAB OR CAT) INDICATE THAT EACH STUDENT IS NOT ENGLISH PROFICIENT (I.E., LAB SCORE < 14 OR CAT SCORE ≤ 40TH PERCENTILE)
			<->	RECORDS INDICATE > 10% ENGLISH PROFICIENT STUDENTS
			<0>	RECORDS INDICATE 1-10% ENGLISH PROFICIENT STUDENTS OR DATA MISSING

(MORE)

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
3	DPS DATA	ONLY STUDENTS WHO ARE NOT ENGLISH PROFICIENT ON BOTH TESTS (LAB AND CAT) ARE LISTED AS RECEIVING BILINGUAL SERVICES.	<+>	ENGLISH ASSESSMENT SCORES (LAB AND CAT) INDICATE THAT EACH STUDENT IS NOT ENGLISH PROFICIENT
			<->	RECORDS INDICATE THAT > 10% ENGLISH PROFICIENT STUDENTS
			<0>	RECORDS INDICATE THAT 1-10% ENGLISH PROFICIENT STUDENTS OR DATA MISSING
4-13	DPS DATA	SERVICES ARE AVAILABLE TO LESA STUDENTS BY EITHER A BILINGUAL-ENDORSED TEACHER, EDUCATION TECHNICIAN, OR SCHOOL-SERVICE ASSISTANT IN EACH LISTED HOME LANGUAGE.	<+>	FOR EACH MATCH BETWEEN LISTED STUDENT LANGUAGE GROUPS AND LANGUAGES SPOKEN BY BILINGUAL SCHOOL STAFF (MAX = 1 PER GROUP)
			<->	FOR EACH NON-MATCH (MAX = 1 PER GROUP)
			<0>	DATA MISSING
			<B>	WHEN NOT APPLICABLE
14	DPS DATA	CLASSES ARE STAFFED BY CERTIFIED PERSONNEL WITH APPROPRIATE BILINGUAL ENDORSEMENT (ACTUAL OR SEEKING).	<+>	SCHOOL WITH LESA STUDENTS HAS AT LEAST ONE BILINGUAL ENDORSED TEACHER IN LANGUAGE ≡ LARGEST LESA GROUP
			<->	SCHOOL DOES NOT HAVE ONE BILINGUAL ENDORSED TEACHER IN LANGUAGE ≡ LARGEST LESA GROUP
			<0>	DATA NOT AVAILABLE

(MORE)

PAGE 3 OF 4
BILINGUAL/BICULTURAL
(HIGH)

ASSESSMENT III

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
15	18.,19.,20.	SCHOOL'S BILINGUAL ADVISORY COMMITTEE (OR EQUIVALENT) HAS APPROPRIATE PARENTAL, STAFF, AND COMMUNITY REPRESENTATION.	<+>	COMMITTEE (OR EQUIVALENT) MEMBERSHIP COMPRISES AT LEAST 1 PARENT, 1 BILINGUAL STAFF, AND 1 COMMUNITY (OR OTHER)
			<->	NO COMMITTEE
			<0>	MISSING DATA
16	16.,17.	SCHOOL'S REPORTED REPRESENTATIVE IS LISTED AS MEMBER OF REGION BILINGUAL ADVISORY COMMITTEE.	<+>	NAME APPEARS ON REGION COMMITTEE LIST
			<->	NAME DOES NOT APPEAR ON REGION COMMITTEE LIST
			<0>	MISSING DATA
17, 18, 19, 20	DPS DATA	LESA STUDENTS PROGRESS AT OR ABOVE RATE OF PROGRESS OF CITY-WIDE LESA STUDENTS ON READING ACHIEVEMENT TESTS ADMINISTERED (CALIFORNIA ACHIEVEMENT TESTS):	<+>	FOR <u>EACH</u> GRADE TESTED WITH <u>GAIN</u> ≥ CITY MEAN GAIN
			<->	FOR EACH GRADE TESTED WITH GAIN < CITY MEAN GAIN
			<0>	MISSING DATA
			<B>	WHEN NOT APPLICABLE

	PRE	POST	GAIN/LOSS	
9:	6.3	6.8	+5	
10:	6.4	7.2	+8	DPS-LESA
11:	8.1	8.9	+7	CITY MEANS
12:	7.3	7.7	+4	

HIGH SCHOOL INDICATORS

(MORE)

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
21, 22, 23, 24	DPS DATA	LESA STUDENTS DEMONSTRATE GAIN OF ONE YEAR OR MORE ON READING ACHIEVEMENT TESTS ADMINISTERED (CAT).	<+>	FOR <u>EACH</u> GRADE TESTED WITH ≥ 1 YEAR MEAN GAIN
			<->	FOR <u>EACH</u> GRADE TESTED WITH MEAN LOSS
			<0>	FOR <u>EACH</u> GRADE TESTED WITH < 1 YEAR GAIN OR MISSING DATA
			<B>	WHEN NOT APPLICABLE

(END)

PAGE 1 OF 7
COUNSELING & GUIDANCE
(HIGH)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL REPORTS THAT THIS SCHOOL HAS AN ASSIGNED GUIDANCE DEPARTMENT HEAD.	<+> <-> <0>	YES NO MISSING
2	2. DPS DATA	EVIDENCE ESTABLISHES THAT THE NUMBER OF ASSIGNED GUIDANCE COUNSELORS SATISFIES DPS GUIDELINES FOR 1980-81, I.E.:	<+> <-> <0>	# MEETS GUIDELINES # DOES NOT MEET GUIDELINES MISSING

STUDENT ENROLLMENT	COUNSELOR SERVICE
1100 - 1374	4
1375 - 1700	5
1701 - 2050	6
2051 - 2350	7
2351 - 2699	8
2700 - 2999	9
3000 - 3299	10
3300 - 3599	11
3600 - 3899	12
3900 - 4225	13
4226 - 4550	14

3	3. DPS DATA	EVIDENCE ESTABLISHES THAT THE NUMBER OF GUIDANCE SECRETARIES ASSIGNED TO THIS SCHOOL'S GUIDANCE DEPARTMENT SATISFIES DPS GUIDELINES FOR 1980-81, I.E.:	<+> <-> <0>	# MEETS GUIDELINES # DOES NOT MEET GUIDELINES MISSING

A. ONE SECRETARY PER DEPARTMENT HEAD

B. ONE SECRETARY PER 2 COUNSELORS

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
4	4.	PRINCIPAL SUBMITS A COPY OF GUIDANCE PLAN OF ACTION WHICH INCLUDES TASKS OR OBJECTIVES IN EACH OF THESE AREAS: (A) COUNSELING - INDIVIDUAL AND GROUP (B) CONSULTATION - WITH PARENTS, GAC, AND STAFF (C) COORDINATION - STUDENT AND PARENT ORIENTATION (D) GUIDANCE - GAC, CAREER, AND OTHER GUIDANCE INFORMATION (E) PROGRAM SELECTION/PLACEMENT - (CURRICULUM) (F) ASSESSMENT - INDIVIDUAL (FOR STUDENTS) AND PROGRAM EVALUATION (G) TIMELINES - FOR COMPLETING TASKS, OBJECTIVES AND ACTIVITIES	<+>	SUBMITTED PLAN SATISFIES ≥ 6 REQUIREMENTS
			<0>	SUBMITTED PLAN SATISFIES 5 REQUIREMENTS OR MISSING
			<->	SUBMITTED PLAN SATISFIES < 5 REQUIREMENTS OR NOT SUBMITTED
5	5.	GUIDANCE DEPARTMENT HEAD REPORTS APPROPRIATE PARTICIPATION IN IN-SERVICE REGARDING IMPLEMENTATION OF GUIDANCE PROGRAM MODEL.	<+>	YES
			<->	NO
			<0>	MISSING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
6	8.	DEPARTMENT HEAD SUBMITS 1980-81 MEMBERSHIP LIST OF THE SCHOOL'S GAC. MEMBERSHIP COMPRISES: (A) COUNSELORS (B) TEACHERS (C) ADMINISTRATORS (D) PARENTS (E) STUDENTS (F) OTHER STAFF (PARAPROFESSIONAL, SECRETARIAL, OR CUSTODIAL)	<+>	SUBMITTED MEMBERSHIP LIST INCLUDES REQUIRED REPRESENTATION
			<0>	5 CATEGORIES ARE INCLUDED OR MISSING
			<->	< 5 CATEGORIES ARE INCLUDED OR NOT SUBMITTED
7	9.	DEPARTMENT HEAD SUBMITS A COPY OF THE GAC 1980-81 SCHEDULE OF MEETINGS.	<+>	DOCUMENT SUBMITTED AND ≥ 4 MEETINGS TOTAL AND ≥ 2 MEETINGS PER SEMESTER
			<->	< 4 MEETINGS TOTAL OR < 2 MEETINGS IN ANY SEMESTER OR NOT SUBMITTED
			<0>	MISSING
8	9.,10.	DEPARTMENT HEAD SUBMITS COPIES OF AGENDA FOR ALL GAC MEETINGS HELD DURING 1980-81.	<+>	AGENDAS SUBMITTED FOR ≥ 50% OF MEETINGS HELD
			<->	AGENDAS SUBMITTED FOR < 50% OF MEETINGS HELD
			<0>	MISSING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
9	9., 11.	DEPARTMENT HEAD SUBMITS COPIES OF MINUTES FOR ALL GAC MEETINGS HELD DURING 1980-81.	<+> <-> <0>	MINUTES SUBMITTED FOR ≥ 50% OF MEETINGS HELD MINUTES SUBMITTED FOR < 50% OF MEETINGS HELD MISSING
10	12.	DEPARTMENT HEAD SUBMITS COPY OF PLANS AND GOALS DEVELOPED BY GUIDANCE ADVISORY COMMITTEE FOR 1980-81 SCHOOL YEAR OUTLINING GAC SUPPORT FUNCTIONS.	<+> <-> <0>	DOCUMENT SUBMITTED WHICH INCLUDES GAC SUPPORT FUNCTIONS DOCUMENT NOT AVAILABLE OR DOES NOT MEET CRITERIA MISSING
11	13.	GUIDANCE DEPARTMENT HEAD REPORTS THAT THE WORK ASSIGNMENTS OF GUIDANCE SECRETARIES ARE DETERMINED BY APPROPRIATE PERSONNEL: (A) GUIDANCE DEPARTMENT HEAD (B) PRINCIPAL (C) BOTH PRINCIPAL AND DEPARTMENT HEAD (D) OTHER	<+> <0> <->	(A) (C) (B) OR (D)
12	14., 14A.	GUIDANCE DEPARTMENT HEAD REPORTS THAT GUIDANCE SECRETARIES ARE NOT ASSIGNED DUTIES OR WORK THAT IS NOT PART OF GUIDANCE PROGRAM AS MANDATED BY DPS MODEL GUIDE.	<+> <->	NO OR EVIDENCE OF APPROPRIATE ASSIGNMENT YES OR EVIDENCE OF INAPPROPRIATE ASSIGNMENT

(MORE)

D-40

BEST COPY

D-41

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
13	13., 15.	GUIDANCE DEPARTMENT HEAD REPORTS THAT ALL GUIDANCE SECRETARIES HAVE RECEIVED IN-SERVICE TRAINING REGARDING THEIR FUNCTIONS AND ROLE.	<+> <->	ALL SECRETARIES < ALL SECRETARIES
	16.	GUIDANCE DEPARTMENT HEAD REPORTS THAT ON NO OCCASION DURING 1980-81 HAS ANY COUNSELOR BEEN ASSIGNED INAPPROPRIATE TASKS:		
14	16A.	SERVED AS A SUBSTITUTE TEACHER.	<+> <0> <->	NO INAPPROPRIATE ASSIGNMENT YES INAPPROPRIATE ASSIGNMENT BUT NO IMPEDIMENT TO IMPLEMENTATION YES INAPPROPRIATE ASSIGNMENT AND YES IMPEDIMENT TO IMPLEMENTATION
15	16B.	PROCESSED STUDENT APPLICATIONS FOR FREE LUNCH OR BUS TICKETS.		
16	16C.	BEEN ASSIGNED TO DISTRIBUTE FREE LUNCH OR BUS TICKETS.		
17	16D.	EXCLUDED OR SUSPENDED ANY STUDENT.		
18	16E.	BEEN ASSIGNED A REGULAR DUTY AS A HALLGUARD OR LUNCHROOM MONITOR.		
19	16F.	PREPARED EXCLUSION OR SUSPENSION FORMS (E.G. FORM 4550, 4551, 4552, 1039, ETC.).		
20	16G.	MAINTAINED 'OFFICIAL' SCHOOL ATTENDANCE RECORDS OR STUDENT ABSENCE LIST(S).		
21	16H.	ASSIGNED TO PHONE OR MAIL 'STUDENT IRREGULAR ATTENDANCE NOTICES' TO PARENTS.		
22	16I.	SERVED AS A TEST ADMINISTRATOR OR PROCTOR FOR THIS SCHOOL'S STANDARDIZED ACHIEVEMENT TESTING.		
23	16J.	DEVELOPED OR UPDATED THIS SCHOOL'S MASTER SCHEDULE.		
24	16K.	SUPERVISED A DETENTION PROGRAM.		

HIGH SCHOOL INDICATORS

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
25	17., 18.	GUIDANCE DEPARTMENT HEAD REPORTS THAT COUNSELOR INVOLVEMENT, IF ANY, IN ATTENDANCE RECORD-KEEPING DOES NOT INTERFERE WITH COUNSELORS WORKING WITH STUDENTS APPROPRIATELY.	<+> <0> <->	NO OR YES BUT NO INTERFERENCE YES BUT LITTLE OR SOME INTERFERENCE YES AND GREAT OR COMPLETE INTERFERENCE
26	19., 20.	GUIDANCE DEPARTMENT HEAD REPORTS THAT COUNSELOR INVOLVEMENT, IF ANY, IN THE ADMINISTRATION OF STUDENT DISCIPLINE DOES NOT INTERFERE WITH COUNSELORS WORKING WITH STUDENTS APPROPRIATELY.	<+> <0> <->	NO OR YES BUT NO INTERFERENCE YES BUT LITTLE OR SOME INTERFERENCE YES AND GREAT OR COMPLETE INTERFERENCE
27	21., 22.	GUIDANCE DEPARTMENT HEAD REPORTS THAT GUIDANCE INFORMATION SYSTEM TERMINAL HAS BEEN INSTALLED IN THIS SCHOOL.	<+> <0> <->	YES INCOMPLETE INSTALLATION NO
28	23.	GUIDANCE DEPARTMENT HEAD REPORTS THAT APPROPRIATE GUIDANCE PERSONNEL SUPERVISE STUDENT USE OF GUIDANCE INFORMATION SYSTEM (GIS).	<+> <->	COUNSELOR(S) OR GUIDANCE AIDE DEPARTMENT HEAD OR OTHER
29	2., 24.	EVIDENCE ESTABLISHES THAT STUDENT USE OF GIS IS AT ACCEPTABLE LEVELS (FOR 3/81).	<+> <0> <->	≥ 10 PER ALLOCATED COUNSELOR (3/81) ≥ 6 BUT < 10 PER ALLOCATED COUNSELOR < 6 PER ALLOCATED COUNSELOR OR DON'T KNOW
30	25.,25A.,25B.,25C.	EVIDENCE INDICATES THAT SCHOOL APPLICATIONS FOR ADMISSION TO AREA VOCATIONAL CENTERS IS AT ACCEPTABLE LEVELS FOR 1980-81 YEAR.	<+> <0> <->	≥ 4% OF MEMBERSHIP ≥ 3% BUT < 4% OF MEMBERSHIP < 3% OF MEMBERSHIP

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
31	26.,27A.,27B.	EVIDENCE ESTABLISHES THAT THE WORK STATIONS OF GUIDANCE SECRETARIES SATISFY REQUIREMENTS OF THE GUIDANCE DEPARTMENT.	<+>	SATISFACTORY LOCATION
			<->	UNSATISFACTORY LOCATION
			<0>	UNABLE TO DETERMINE

(END)

PAGE 1 OF 15
COUNSELING AND GUIDANCE
(HIGH)

ASSESSMENT III

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	4.	SUBMITTED GUIDANCE PLAN OF ACTION FOR 1980-81 INCLUDES CORE OBJECTIVES AS SPECIFIED IN THE GUIDANCE PROGRAM MODEL, I.E., (1) COUNSELING (2) CONSULTATION (3) COORDINATION (4) CAREER GUIDANCE (5) PROGRAM SELECTION AND PLACEMENT (6) REFERRAL AND INFORMATION, AND (7) EVALUATION	<+>	PLAN INCLUDES 7 CORE OBJECTIVES AND IMPLEMENTATION STRATEGIES
			<0>	PLAN INCLUDES 6 CORE OBJECTIVES AND IMPLEMENTATION STRATEGIES OR MISSING
			<->	PLAN INCLUDES < 6 CORE OBJECTIVES OR NO IMPLEMENTATION STRATEGIES OR NOT SUBMITTED

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
2	9.-12.	SUBMITTED GUIDANCE ADVISORY COMMITTEE (GAC) DOCUMENTS SATISFY THE FOLLOWING CRITERIA: (A) AT LEAST FIVE MEETINGS HELD AND NOT LESS THAN TWO PER SEMESTER, DOCUMENTED BY AGENDA AND MINUTES (B) PARTICIPATION BY PARENTS, TEACHERS, ADMINISTRATORS, GUIDANCE STAFF, AND STUDENTS IS INDICATED (C) PLANS AND GOALS OF THE GAC ARE DIRECTLY RELATED TO IMPLEMENTATION OF THE GUIDANCE PROGRAM (D) MINUTES AND OTHER DOCUMENTS INDICATE THAT THE GAC COMPLETED AT LEAST 50% OF THE GOALS OR OBJECTIVES ESTABLISHED	<+>	CRITERIA (A), (B), (C), AND (D) ARE SATISFIED
			<0>	(A) OR (B) NOT FULLY SATISFIED OR MISSING DATA
			<->	(C) OR (D) NOT FULLY SATISFIED OR (A) OR (B) NOT SATISFIED OR DOCUMENTS NOT SUBMITTED

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
3	16A.-16K.	GUIDANCE DEPARTMENT HEAD REPORTS THAT NO COUNSELOR PERFORMED INAPPROPRIATE TASKS DURING 1980-81 (5/81). A. SERVED AS A SUBSTITUTE TEACHER B. PROCESSED STUDENT APPLICATIONS FOR FREE LUNCH OR BUS TICKETS C. BEEN ASSIGNED TO DISTRIBUTE FREE LUNCH OR BUS TICKETS D. EXCLUDED OR SUSPENDED ANY STUDENT E. BEEN ASSIGNED A REGULAR DUTY AS A HALLGUARD OR LUNCHROOM MONITOR F. PREPARED EXCLUSION OR SUSPENSION FORMS (E.G. FORM 4550, 4551, 4552, 1039, ETC.) G. MAINTAINED 'OFFICIAL' SCHOOL ATTENDANCE RECORDS OR STUDENT ABSENCE LIST(S) H. ASSIGNED TO PHONE OR MAIL 'STUDENT IRREGULAR ATTENDANCE NOTICES' TO PARENTS I. SERVED AS A TEST ADMINISTRATOR OR PROCTOR FOR THIS SCHOOL'S STANDARDIZED ACHIEVEMENT TESTING J. DEVELOPED OR UPDATED THIS SCHOOL'S MASTER SCHEDULE K. SUPERVISED A DETENTION PROGRAM	<+>	NO [B., C., D., E., F., G., H., J.] AND ≤ 1 [A., I., K.]
			<0>	NO [7 OF ABOVE ITEMS] OR NO [8 OF ABOVE] AND ≥ 2 [A., I., K.]
			<->	NO [< 7 OF ABOVE ITEMS]

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
4	16A.1-16K.	GUIDANCE DEPARTMENT HEAD REPORTS THAT ANY INAPPROPRIATE ASSIGNMENT HAS NOT BEEN OF SUCH MAGNITUDE TO IMPEDE IMPLEMENTATION OF THE "MODIFIED PROGRAM" (5/81). (SEE ABOVE)	<+> <0> <->	NO [ALL ITEMS 16A.1-16K.1] NO [10 ITEMS] NO [< 10 ITEMS]

[DATA SOURCE FOR ASSESSMENT ITEMS #5-19 IS GUIDANCE DEPARTMENT HEADS IN HIGH SCHOOL COUNSELING PROGRAMS (6/81)]

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
5	1.,1A.	GUIDANCE DEPARTMENT HEAD REPORTS NO ASSIGNED RESPONSIBILITY INCONSISTENT WITH SUPERVISION, DIRECTION, AND EVALUATION OF THE GUIDANCE DEPARTMENT.	<+> <-> <0>	NO INCONSISTENT ASSIGNMENT YES INCONSISTENT ASSIGNMENT MISSING DATA
6	2.	GUIDANCE DEPARTMENT HEAD REPORTS THAT GUIDANCE STAFF WORK ASSIGNMENTS ARE APPROPRIATELY MADE.	<+>	CONSULTATION WITH PRINCIPAL OR GUIDANCE DEPARTMENT HEAD ONLY
			<->	PRINCIPAL ONLY OR COUNSELING STAFF ONLY OR OTHER INAPPROPRIATE
			<0>	MISSING DATA

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
7	3A.	GUIDANCE DEPARTMENT HEAD REPORTS THAT PRESENT UTILIZATION OF GUIDANCE SECRETARIES IS SATISFACTORY.	<+>	VERY SATISFIED OR SATISFIED
			<0>	NEITHER SATISFIED NOR DISSATISFIED OR MISSING DATA
			<->	DISSATISFIED OR VERY DISSATISFIED
8	3B.	GUIDANCE DEPARTMENT HEAD REPORTS THAT PRESENT UTILIZATION OF GUIDANCE COUNSELORS IS SATISFACTORY.	<+>	VERY SATISFIED OR SATISFIED
			<0>	NEITHER SATISFIED NOR DISSATISFIED OR MISSING DATA
			<->	DISSATISFIED OR VERY DISSATISFIED
9	4.,4A.	GUIDANCE DEPARTMENT HEAD REPORTS THAT COUNSELING FACILITIES ARE ADEQUATE TO PROGRAM NEEDS.	<+>	A, B, OR C RATING AND NO SERIOUS DEFICIENCIES
			<0>	C RATING AND DEFICIENCIES OR MISSING DATA
			<->	D, FAIL, DON'T KNOW OR SERIOUS DEFICIENCIES

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
10	8A.-8K.	GUIDANCE DEPARTMENT HEAD REPORTS THAT NO COUNSELOR PERFORMED INAPPROPRIATE TASKS DURING 1980-81 (6/81). A. SERVED AS A SUBSTITUTE TEACHER B. PROCESSED STUDENT APPLICATIONS FOR FREE LUNCH OR BUS TICKETS C. BEEN ASSIGNED TO DISTRIBUTE FREE LUNCH OR BUS TICKETS D. EXCLUDED OR SUSPENDED ANY STUDENT E. BEEN ASSIGNED A REGULAR DUTY AS A HALLGUARD OR LUNCHROOM MONITOR F. PREPARED EXCLUSION OR SUSPENSION FORMS (E.G. FORM 4550, 4551, 4552, 1039, ETC.) G. MAINTAINED 'OFFICIAL' SCHOOL ATTENDANCE RECORDS OR STUDENT ABSENCE LIST(S) H. ASSIGNED TO PHONE OR MAIL 'STUDENT IRREGULAR ATTENDANCE NOTICES' TO PARENTS I. SERVED AS A TEST ADMINISTRATOR OR PROCTOR FOR THIS SCHOOL'S STANDARDIZED ACHIEVEMENT TESTING J. DEVELOPED OR UPDATED THIS SCHOOL'S MASTER SCHEDULE K. SUPERVISED A DETENTION PROGRAM	<+>	NO [B., C., D., E., F., G., H., J.] AND ≤ 1 [A., I., K.]
			<0>	NO [7 OF ABOVE ITEMS] OR NO [8 OF ABOVE] AND ≥ 2 [A., I., K.] OR MISSING DATA
			<->	NO [< 7 OF ABOVE ITEMS]

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
11	8A.1-8K.1	GUIDANCE DEPARTMENT HEAD REPORTS THAT ANY INAPPROPRIATE ASSIGNMENT HAS NOT BEEN OF SUCH MAGNITUDE TO IMPEDE IMPLEMENTATION OF THE "MODIFIED PROGRAM" (6/81). (SEE ABOVE)	<+>	NO [ALL ITEMS 8A.1-8K.1]
			<0>	NO [10 ITEMS] OR MISSING DATA
			<->	NO [< 10 ITEMS]
12	10.,11.,12.,12A.	EVIDENCE ESTABLISHES THAT GUIDANCE SECRETARIES ARE ASSIGNED PURSUANT TO PROGRAM PLANS;		
		(A) ALL SECRETARIAL POSITIONS ARE CURRENTLY FILLED, I.E. NO VACANCIES; (B) DEPARTMENT HEAD SUPERVISES SECRETARIES; AND (C) ASSIGNED DUTIES/WORK ASSIGNMENTS CONFORM TO GUIDANCE PROGRAM PER MODEL	<+>	(A), (B), AND (C) SATISFIED
			<0>	(A) AND (B) SATISFIED BUT (C) EQUIVOCAL
			<->	(A), (B), OR (C) NOT SATISFIED

(MORE)

BEST COPY

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	13	GUIDANCE DEPARTMENT HEAD RATES THE DEPARTMENT SATISFACTORY IN SEVEN PROGRAM AREAS:		
13	13.1A	INDIVIDUAL COUNSELING		
14	13.1B	GROUP COUNSELING		
15	13.2A	CONSULTATION WITH PARENTS		
16	13.2B	CONSULTATION WITH TEACHERS	<+>	A, B, OR C RATING
17	13.2C	CONSULTATION WITH ADMINISTRATORS	<->	D, OR FAIL RATING
18	13.3A	OCCUPATIONAL/EDUCATIONAL GUIDANCE	<0>	DATA MISSING
19	13.3B	INTERPRETATION OF TESTS/SURVEYS/INVENTORIES		

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	[DATA SOURCE FOR ASSESSMENT ITEMS #20-53 IS GUIDANCE COUNSELORS IN HIGH SCHOOL COUNSELING PROGRAMS]			
	2.,3.,4.	COUNSELOR REPORTS NORMALLY PERFORMING APPROPRIATE ACTIVITIES DURING MOST DAYS ON THE JOB.		
		(1) COUNSEL STUDENTS INDIVIDUALLY AND IN SMALL GROUPS		
		(2) PROVIDE STUDENTS WITH CAREER GUIDANCE EXPERIENCES INDIVIDUALLY AND IN SMALL GROUPS		
		(3) CONDUCT AND COORDINATE GUIDANCE ACTIVITIES WITH SCHOOL STAFF AND OTHER SCHOOL-COMMUNITY RESOURCES		
		(4) CONSULT WITH TEACHERS, ADMINISTRATORS, PARENTS, AND OTHERS		
		(5) COLLECT, ANALYZE, AND INTERPRET APPROPRIATE STUDENT APPRAISAL DATA		
	(INAPPROPRIATE)	(6) MAINTAIN STUDENT MEMBERSHIP ACCOUNTING AND ATTENDANCE RECORD-KEEPING (7) ADMINISTER AND COORDINATE TESTING ACTIVITIES (8) ADMINISTER DISCIPLINARY ACTION IN CASES AS REFERRED BY TEACHERS OR ADMINISTRATORS AND PREPARE APPROPRIATE DISCIPLINARY FORMS AND RECORDS	(INAPPROPRIATE	
		(9) PARTICIPATE IN STAFF DEVELOPMENT AND IN-SERVICE ACTIVITIES		
		(10) SUPERVISE GUIDANCE SECRETARIES AND/OR AIDES		
		(11) OTHER ASSIGNED DUTIES: WHAT?		(MORE)

L COLA

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
20	2., 2A.	THE ONE ACTIVITY COUNSELORS REPORT SPENDING MOST OF THEIR TIME DOING IS APPROPRIATE.	<+>	≥ 80% SELECT ACTIVITIES (1) OR (2) AND NONE SELECT ACTIVITY (6), (7), OR (8)
			<0>	≥ 60% AND < 80% SELECT ACTIVITIES (1) OR (2) OR ≥ 80% SELECT (1) OR (2) AND 1 SELECTS ACTIVITY (6), (7), OR (8) OR ITEM RESPONSE RATE < 40%
			<->	< 60% SELECT ACTIVITIES (1) OR (2) OR > 1 SELECTS ACTIVITY (6), (7), OR (8)
21	3., 3A.	THE SECOND MOST TIME CONSUMING ACTIVITY REPORTED BY COUNSELORS IS APPROPRIATE.	<+>	≥ 80% SELECT ACTIVITIES (1), (2), (3), (4), (5), OR (9) AND NONE SELECT ACTIVITY (6), (7), OR (8)
			<0>	≥ 60% AND < 80% SELECT ACTIVITIES (1), (2), (3), (4), (5), OR (9) OR ≥ 80% SELECT (1), (2), (3), (4), (5), OR (9) AND 1 SELECTS ACTIVITY (6), (7), OR (8) OR ITEM RESPONSE RATE < 40%
			<->	< 60% SELECT ACTIVITIES (1), (2), (3), (4), (5), OR (9) OR > 1 SELECTS ACTIVITY (6), (7), OR (8)

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
22	5.,5A.	COUNSELORS REPORT THAT ANY INVOLVEMENT IN ATTENDANCE RECORD-KEEPING PROCEDURES DOES NOT INTERFERE WITH THEIR APPROPRIATE WORK.	<+>	NO INVOLVEMENT OR NO INTERFERENCE
			<0>	INTERFERENCE TO A SMALL EXTENT OR TO SOME EXTENT OR ITEM RESPONSE RATE < 40%
			<->	INTERFERENCE TO A GREAT EXTENT OR COMPLETELY
23	6.,6A.	COUNSELORS REPORT THAT ANY INVOLVEMENT IN THE ADMINISTRATION OF STUDENT DISCIPLINE DOES NOT INTERFERE WITH THEIR APPROPRIATE WORK.	<+>	NO INVOLVEMENT OR NO INTERFERENCE
			<0>	INTERFERENCE TO A SMALL EXTENT OR TO SOME EXTENT OR ITEM RESPONSE RATE < 40%
			<->	INTERFERENCE TO A GREAT EXTENT OR COMPLETELY
24	7A.-7K.	COUNSELORS REPORT THAT THEY DID NOT PERFORM INAPPROPRIATE TASKS DURING 1980-81. (SEE BELOW)	<+>	≥ 90% NO [ITEMS 7A.-7K.]
			<0>	≥ 75% AND < 90% NO [ITEMS 7A.-7K.] OR ITEM RESPONSE RATE < 40%
			<->	< 75% NO [ITEMS 7A.-7K.]

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	7.	COUNSELORS REPORT THAT ANY INAPPROPRIATE ASSIGNMENT HAS NOT BEEN OF SUCH MAGNITUDE TO IMPEDE IMPLEMENTATION OF THE "MODIFIED PROGRAM."		
25	7A.1	SERVED AS A SUBSTITUTE TEACHER	<+> <0> <->	100% NO [ITEMS 7A.1-7K.1] ≥ 80% NO [ITEMS 7A.1-7K.1] OR ITEM RESPONSE RATE < 40% < 80% NO [ITEMS 7A.1-7K.1]
26	7B.1	PROCESSED STUDENT APPLICATIONS FOR FREE LUNCH OR BUS TICKETS		
27	7C.1	BEEN ASSIGNED TO DISTRIBUTE FREE LUNCH OR BUS TICKETS		
28	7D.1	EXCLUDED OR SUSPENDED ANY STUDENT		
29	7[illegible]	BEEN ASSISGNED A REGULAR DUTY AS A HALLGUARD OR LUNCHROOM MONITOR		
30	7F.1	PREPARED EXCLUSION OR SUSPENSION FORMS (E.G. FORM 4550, 4551, 4552, 2039, ETC.)		
31	7G.1	MAINTAINED 'OFFICIAL' SCHOOL ATTENDANCE RECORDS OR STUDENT ABSENCE LIST(S)		
32	7H.1	ASSIGNED TO PHONE OR MAIL 'STUDENT IRREGULAR ATTENDANCE NOTICES' TO PARENTS		
33	7I.1	SERVED AS A TEST ADMINISTRATOR OR PROCTOR FOR THIS SCHOOL'S STANDARDIZED ACHIEVEMENT TESTING		
34	7J.1	DEVELOPED OR UPDATED THIS SCHOOL'S MASTER SCHEDULE		
35	7K.1	SUPERVISED A DETENTION PROGRAM		

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
36	10.,11.	COUNSELORS REPORT THAT STUDENTS ACTUALLY RECEIVE ADEQUATE INDIVIDUAL COUNSELING.	<+>	$\bar{X} \geq 60\%$
			<0>	$\bar{X} = 40\% - 59\%$ OR ITEM RESPONSE RATE < 40%
			<->	$\bar{X} < 40\%$
37	12.,13.	COUNSELORS REPORT THAT STUDENTS ACTUALLY PARTICIPATE IN ADEQUATE GROUP COUNSELING ACTIVITIES.	<+>	$\bar{X} \geq 60\%$
			<0>	$\bar{X} = 40\% - 59\%$ OR ITEM RESPONSE RATE < 40%
			<->	$\bar{X} < 40\%$
38	14.	COUNSELORS REPORT THAT GROUP GUIDANCE ACTIVITIES ARE ADEQUATE TO STUDENT NEEDS. 1 = ADEQUATE 3 = SOMEWHAT ADEQUATE 5 = INADEQUATE	<+>	$\bar{X}$ INDEX 1.0 - 2.0
			<0>	$\bar{X}$ INDEX > 2.0 AND < 4.0 OR ITEM RESPONSE RATE < 40%
			<->	$\bar{X}$ INDEX $\geq$ 4.0

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	15.	COUNSELORS POSITIVELY ASSESS THE COUNSELING AND GUIDANCE PROGRAM AS IMPLEMENTED IN THIS SCHOOL: 1 2 3 4 5 STRENGTH NEUTRAL WEAKNESS		
39	15B.	ROLE OF COUNSELORS REGARDING STUDENT DISCIPLINE	<+> <0> <->	$\bar{X}$ INDEX < 2.5 $\bar{X}$ INDEX ≥ 2.5 AND < 3.5 OR ITEM RESPONSE RATE < 40% $\bar{X}$ INDEX ≥ 3.5
40	15C.	ROLE OF COUNSELORS REGARDING STUDENT ATTENDANCE		
41	15D.	INDIVIDUAL COUNSELING		
42	15E.	GROUP COUNSELING		
43	15F.	GROUP GUIDANCE ACTIVITIES		
44	15G.	CONSULTATION WITH PARENTS		
45	15H.	CONSULTATION WITH TEACHERS		
46	15I.	CONSULTATION WITH ADMINISTRATORS		
47	15L.	INTERACTION WITH LOCAL SCHOOL ADMINISTRATION		
48	15M.	ESSENTIAL INSERVICE TRAINING OPPORTUNITIES FOR COUNSELORS		
49	15N.	ESSENTIAL INSERVICE TRAINING FOR OTHER GUIDANCE PERSONNEL		
50	15O.	SUPPORT OF SCHOOL ADMINISTRATION FOR THE GUIDANCE PROGRAM		
51	15P.	UTILIZATION OF SECRETARIES FOR GUIDANCE-RELATED ACTIVITIES		

(CONTINUED)

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	15. (CON'T.)			
52	15R.	ACCEPTANCE OF PROGRAM BY TEACHERS		
53	15S.	INVOLVEMENT OF GUIDANCE ADVISORY COMMITTEE.	(SEE ABOVE)	

(END)

PAGE 1 OF 2
IN-SERVICE
(HIGH)

ASSESSMENT II

D-61

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1A., 1B	PRINCIPAL REPORTS SCHOOL HAS IN-SERVICE PLANNING COMMITTEE OR A LOCAL SCHOOL LEADERSHIP TEAM.	<+> <-> <0>	EITHER OR BOTH NEITHER MISSING
2	2.	PRINCIPAL SUBMITS A COPY OF THE MEMBERSHIP LIST OF THIS/THESE GROUP(S) THAT IS DATED FOR 1980-81 SCHOOL YEAR AND INCLUDES THE DESIGNATION OF MEMBERS (PARENTS, STAFF, ETC.).	<+> <-> <0>	COMPLETE COPY INCOMPLETE COPY MISSING
	3.	PRINCIPAL REPORTS THAT SINCE JANUARY 1976, ALL PERSONNEL HAVE BEEN PROVIDED WITH IN-SERVICE TRAINING IN:		
3	3A.	TEACHER EXPECTATIONS	<+> <-> <0>	YES NO OR DON'T KNOW MISSING
4	3B.	HUMAN RELATIONS		
5	3C.	ETHNIC AND RACIAL AWARENESS		
6	3D.	THE COURT-ORDERED BILINGUAL/BICULTURAL AND MULTI-ETHNIC STUDIES PROGRAM		
7	3E.	THE COURT-ORDERED VOCATIONAL EDUCATION PROGRAM		
8	3F.	COUNSELING AND GUIDANCE PROGRAM		
9	3G.	IN-SERVICE TRAINING PROGRAM		
10	3H.	PUPIL REASSIGNMENT		
11	3I.	READING AND COMMUNICATION SKILLS		
12	3J.	SCHOOL-COMMUNITY RELATIONS COMPONENT		
13	3K.	UNIFORM CODE OF STUDENT CONDUCT		
14	3L.	THE TESTING PROGRAM		

(MORE)

HIGH SCHOOL INDICATORS

BEST COPY

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
15,16,17,18, 19,20,21,22, 23,24,25,26	3 (CON'T)	IF THE RESPONSE TO ANY OF THE ABOVE WAS NO ("NOT ALL WERE PROVIDED"), THEN THE NEXT RESPONSE MUST INDICATE THAT LESS THAN 25% OF PERSONNEL DID NOT RECEIVE IN-SERVICE TRAINING IN EACH OF THE ABOVE MENTIONED AREAS.	<+> <-> <0> <B>	< 25% ≥ 25% OR DON'T KNOW MISSING YES (SEE 3-14 ABOVE)
27	6	IF ANY TEACHERS WERE REASSIGNED TO THIS SCHOOL TO COMPLY WITH THE 1978 COURT ORDER (YES TO #4.), THEN THE FOLLOWING ADMINISTRATIVE STAFF MUST HAVE RECEIVED IN-SERVICE SESSION RE THIS REASSIGNMENT: (A) PRINCIPAL OR ACTING PRINCIPAL (B) ASSISTANT PRINCIPAL (C) UNIT HEAD(S)	<+> <-> <0> <B>	YES FOR (A), AND (C) NO FOR ANY CATEGORY MISSING NO REASSIGNED TEACHERS (NO #4.)
28	8	IF TEACHERS WERE REASSIGNED (#4.) THEN EACH TEACHER MUST HAVE BEEN VISITED BY THE E.S.A.A. COORDINATOR DURING THE CURRENT SCHOOL YEAR.	<+> <-> <B>	WERE VISITED WERE NOT VISITED OR DON'T KNOW NO REASSIGNED TEACHERS (NO #4.)

(END)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL REPORTS THAT A READING SPECIALIST IS CURRENTLY ASSIGNED TO THIS SCHOOL.	<+> <->	YES NO
2	5.	PRINCIPAL RATES THE TECHNICAL ASSISTANCE PROVIDED BY THE CITY-WIDE HIGH SCHOOL READING PROGRAM TO ENGLISH TEACHERS IN THIS SCHOOL AS ACCEPTABLE.	<+> <->	A, B, OR C D, FAIL, OR DON'T KNOW
3	7.	PRINCIPAL REPORTS THAT 9TH GRADE ENGLISH TEACHERS IN THIS SCHOOL ARE REQUIRED TO INCLUDE NGORT IN THEIR LESSON PLANS.	<+> <->	YES NO
4	8.	PRINCIPAL SUBMITS A WRITTEN EXPLANATION OF THE REQUIREMENT THAT 9TH GRADE ENGLISH TEACHERS INCLUDE NGORT IN THEIR LESSON PLANS.	<+> <-> <0>	COMPLETE EXPLANATION INCOMPLETE EXPLANATION OR NOT AVAILABLE MISSING
5	9.	PRINCIPAL REPORTS THAT ALL READING TEACHERS IN THE SCHOOL ACTUALLY INCLUDE NGORT IN THEIR LESSON PLANS.	<+> <->	ALL TEACHERS LESS THAN ALL OR DON'T KNOW
6	10.	PRINCIPAL REPORTS THAT AN ADMINISTRATOR REGULARLY MONITORS INDIVIDUAL ENGLISH TEACHER'S LESSON PLANS.	<+> <->	ADMINISTRATOR READING SPECIALIST OR NON-ADMINISTRATIVE STAFF MEMBER OR NO MONITORING

(MORE)

PAGE 2 OF 3
READING
(HIGH)

ASSESSMENT 11

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
7	11., 12.	PRINCIPAL SUBMITS AN EXPLANATION OF HOW THE CITY-WIDE HIGH SCHOOL READING PROGRAM HAS BEEN EXPLAINED TO PARENTS.	<+> <-> <0>	COMPLETE EXPLANATION INCOMPLETE, INAPPROPRIATE OR NOT AVAILABLE MISSING
8	13.	PRINCIPAL SUBMITS A LIST OF ALL CITY-WIDE ENGLISH AND READING TEXTS USED IN THIS SCHOOL.	<+> <-> <0>	SUBMITTED INAPPROPRIATE, INCOMPLETE OR NOT AVAILABLE MISSING
9	14.	PRINCIPAL REPORTS THAT NGORI MATERIALS ARE BEING BLENDED WITH THE 9TH GRADE CITY-WIDE ENGLISH AND READING TEXTS IN USE IN THIS SCHOOL.	<+> <->	YES OR PARTIALLY NO
10	20.	READING SPECIALIST REPORTS THAT ALL 9TH GRADE ENGLISH TEACHERS HAVE APPROPRIATE NGORI MATERIALS.	<+> <->	YES NO
11	22.	READING SPECIALIST REPORTS THAT ALL 9TH GRADE ENGLISH TEACHERS HAVE AN APPROPRIATE AMOUNT OF NGORI MATERIALS.	<+> <->	YES NO

(MORE)

BEST COPY

PAGE 3 OF 3
READING
(HIGH)

ASSESSMENT 11

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
12	24., 25.	READING SPECIALIST REPORTS THAT 9TH GRADE ENGLISH TEACHERS IN THIS SCHOOL WHO ARE SCHEDULED TO USE NGORI ARE ACTUALLY USING IT AT FULL IMPLEMENTATION, I.E., MEETING REQUIREMENTS AS SET BY THE HIGH SCHOOL READING PROGRAM DIRECTOR.	<+> <->	ALL LESS THAN ALL OR DON'T KNOW
13	26., 27.	READING SPECIALIST REPORTS THAT THOSE TEACHERS SCHEDULED TO USE NGORI PROGRAM IN THIS SCHOOL ACTUALLY RECEIVED THE PRESCRIBED AMOUNT OF IN-SERVICE TRAINING FOR THE PROGRAM.	<+> <->	ALL OR MOST LESS THAN MOST OR DON'T KNOW
14	28.	READING SPECIALIST REPORTS THAT STUDENTS IN THIS SCHOOL HAVE BEEN ADMINISTERED ENGLISH PLACEMENT TESTS.	<+> <->	ALL OR MOST LESS THAN MOST OR DON'T KNOW
15	30.	READING SPECIALIST REPORTS THAT, SINCE SEPTEMBER 1980, HE HAS MET WITH THE PRINCIPAL RE IMPLEMENTATION OF THE CITY-WIDE HIGH SCHOOL READING PROGRAM.	<+> <->	≥ 10 MEETINGS < 10 MEETINGS

(END)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.,2.,3.,4.,5., 30.	SCHOOL RECEIVES APPROPRIATE TECHNICAL ASSISTANCE FOR SUPERVISION AND IMPLEMENTATION OF THE NGORI PROGRAM. (A) SPECIALIST ASSIGNED (B) EDUCATION TECHNICIAN(S) ASSIGNED AS APPROPRIATE (C) ASSISTANCE RATED AS ACCEPTABLE	<+> <-> <0>	(A),(B), AND (C) SATISFIED OR NOT APPLICABLE (A), OR (C) NOT SATISFIED (A), AND (C) SATISFIED OR UNABLE TO ASSESS DUE TO MISSING DATA
2	6.,7.,8.,9.	EVIDENCE ESTABLISHES THAT: (A) TEACHERS ARE REQUIRED TO INCLUDE NGORI IN LESSON PLANS (B) THERE IS DIRECT AND REGULAR SUPERVISION OF TEACHER LESSON PLANS BY THE PRINCIPAL OR ANOTHER ADMINISTRATOR	<+> <-> <0>	(A) AND (B) SATISFIED (A) OR (B) NOT SATISFIED UNABLE TO ASSESS DUE TO MISSING DATA
3	20.,21.,22.,23.	EVIDENCE ESTABLISHES THAT: (A) 9TH GRADE ENGLISH TEACHERS HAVE APPROPRIATE NGORI MATERIALS (B) 9TH GRADE ENGLISH TEACHERS HAVE SUFFICIENT NGORI MATERIALS	<+> <-> <0>	(A) AND (B) SATISFIED (A) OR (B) NOT SATISFIED UNABLE TO ASSESS DUE TO MISSING DATA

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
4	MICHIGAN DEPT. OF EDUCATION & DPS DATA	IN 1980-81, SCHOOL MEETS MICHIGAN DEPARTMENT OF EDUCATION CRITERIA FOR "IMPROVING" SCHOOL CLASSIFICATION RE MEAP TEST RESULTS (10TH GRADE).	<+> <-> <0>	"IMPROVING" OR "STABLE" SCHOOL "DECLINING" SCHOOL UNABLE TO ASSESS DUE TO MISSING MDE DATA
5,6	DPS DATA	IN 1980-81, SCHOOL ASSESSES ALL STUDENTS BY USE OF STANDARDIZED TESTS: (A) 10TH GRADE - MEAP (MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM) TESTS; AND (B) 11TH GRADE - CAT (CALIFORNIA ACHIEVEMENT TESTS)	<+> <0> <->	≥ 90.0% ENROLLED STUDENTS TESTED 85.0% - 89.9% ENROLLED STUDENTS TESTED OR > 100% < 85.0% ENROLLED STUDENTS TESTED
7	DPS DATA	IN 1980-81, 11TH GRADE SCHOOL MEAN (GRADE EQUIVALENT UNITS) IS AT OR ABOVE DPS CITY MEAN FOR ADMINISTERED READING ACHIEVEMENT TEST (CALIFORNIA ACHIEVEMENT TESTS).	<+> <->	AT OR ABOVE CITY MEAN BELOW CITY MEAN
8	COMMISSION DATA	TEACHERS AND COUNSELORS RATE THE TEACHING OF COMMUNICATION SKILLS AS SATISFACTORY OR IMPROVING IN 1980-81.	<+> <-> <0>	CALCULATED INDEX ≤ 3.0 CALCULATED INDEX > 3.0 CALCULATED INDEX > 3.0 AND < 1978 RATING OR UNABLE TO ASSESS DUE TO MISSING DATA

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
9	DPS & MDE DATA	IN 1980-81, SCHOOL ATTAINS "ACCEPTABLE" RATING BASED ON GRADE 10 MEAP TEST RESULTS FOR READING.	<+> <0> <->	≥ 75% STUDENTS IN CATEGORY 4 50%-74% STUDENTS IN CATEGORY 4 < 50% STUDENTS IN CATEGORY 4
10	DPS & MDE DATA	SCHOOL SHOWS IMPROVEMENT IN READING ACHIEVEMENT BASED ON GRADE 10 MEAP TEST RESULTS (1979-80 TO 1980-81); CATEGORY 4 STATUS.	<+> <0> <->	INCREASE OF ≥ 5% IN CATEGORY 4 INCREASE OR DECREASE < 5% IN CATEGORY 4 DECREASE OF ≥ 5% IN CATEGORY 4
11	DPS & MDE DATA	SCHOOL SHOWS IMPROVEMENT IN READING ACHIEVEMENT BASED ON GRADE 10 MEAP TEST RESULTS (1979-80 TO 1980-81); CATEGORY 1 STATUS.	<+> <0> <->	DECREASE OF ≥ 5% IN CATEGORY 1 DECREASE OR INCREASE < 5% IN CATEGORY 1 INCREASE OF ≥ 5% IN CATEGORY 1
12	DPS & MDE DATA	SCHOOL SHOWS IMPROVEMENT IN READING ACHIEVEMENT BASED ON GRADE 11 CALIFORNIA ACHIEVEMENT TESTS (CAT) (1978-79 TO 1980-81); GRADE EQUIVALENT UNITS.	<+> <0> <->	1980-81 MEAN GEU > 1978-79 MEAN GEU UNABLE TO ASSESS 1980-81 MEAN GEU < 1978-79 MEAN GEU

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
13	DPS DATA	SCHOOL SHOWS IMPROVEMENT IN READING ACHIEVEMENT BASED ON GRADE 11 CALIFORNIA ACHIEVEMENT TESTS (CAT) (1978-79 TO 1980-81): PERCENTS OF SCORES BELOW AVERAGE.	<+>	DECREASE OF ≥ 5% IN BELOW AVERAGE PERCENTS OF SCORES*
			<0>	DECREASE OR INCREASE < 5% IN BELOW AVERAGE PERCENTS OF SCORES OR UNABLE TO ASSESS
			<->	INCREASE ≥ 5% IN BELOW AVERAGE PERCENTS OF SCORES
14	DPS DATA	SCHOOL SHOWS IMPROVEMENT IN READING ACHIEVEMENT BASED ON GRADE 11 CALIFORNIA ACHIEVEMENT TESTS (CAT) (1978-79 TO 1980-81): PERCENTS OF SCORES ABOVE AVERAGE.	<+>	INCREASE ≥ 2% IN ABOVE AVERAGE PERCENTS OF SCORES
			<0>	INCREASE OR DECREASE < 2% IN ABOVE AVERAGE PERCENTS OF SCORES OR UNABLE TO ASSESS
			<->	DECREASE ≥ [illegible]% IN ABOVE AVERAGE PERCENTS OF SCORES
15	DPS DATA	GRADE 12 GRADUATES DEMONSTRATE MINIMAL PROFICIENCY BASED ON DETROIT HIGH SCHOOL PROFICIENCY EXAM (1980-81): ENDORSED DIPLOMAS.	<+>	≥ 73% GRADUATES PASS 3 AREAS
			<0>	65-74% GRADUATES PASS 3 AREAS
			<->	< 65% GRADUATES PASS 3 AREAS

**If the percentage of students below average is below 5% in the base year, a <+> score is attributed to an increase ≥ 5% in the above average category.*

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
16	DPS DATA	GRADE 12 GRADUATES DEMONSTRATE MINIMAL PROFICIENCY BASED ON DETROIT HIGH SCHOOL PROFICIENCY EXAM (1980-81); PASSING NO AREAS	<+> <0> <->	≤ 3% PASS NO AREAS > 3% TO < 5% PASS NO AREAS ≥ 5% PASS NO AREAS

(END)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL REPORTS THAT SCHOOL HAS ORGANIZED A LSCRC/SCO.	<+>	YES
			<->	NO
2	2.	PRINCIPAL SUBMITS LSCRC/SCO MEMBERSHIP LIST FOR SCHOOL YEAR 1980-81. MEMBERSHIP LIST INCLUDES PARENTS.	<+>	≥ 50% OF MEMBERSHIP IS PARENTS AND COMMUNITY
			<->	< 50% OF MEMBERSHIP IS PARENTS AND COMMUNITY OR NOT AVAILABLE
			<0>	MISSING OR UNABLE TO DETERMINE PARENT DESIGNATION
3	3.	PRINCIPAL SUBMITS COPIES OF AGENDA FOR LSCRC/SCO MEETINGS FOR SCHOOL YEAR 1980-81.	<+>	≥ 50% OF SCHEDULED MEETINGS (PER #6.)
			<->	< 50% OF SCHEDULED MEETINGS (PER #6.) OR NOT AVAILABLE
			<0>	MISSING
4	4.	PRINCIPAL SUBMITS COPIES OF MINUTES FOR LSCRC/SCO MEETINGS FOR SCHOOL YEAR 1980-81	<+>	≥ 50% OF SCHEDULED MEETINGS (PER #6.)
			<->	< 50% OF SCHEDULED MEETINGS (PER #6.) OR NOT AVAILABLE
			<0>	MISSING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
5	5.	PRINCIPAL SUBMITS COPIES OF SIGN-IN SHEETS OR ATTENDANCE ROSTERS FOR LSCRC MEETINGS HELD IN SCHOOL YEAR 1980-81 (OR EXPLANATION DESCRIBING ACTUAL ATTENDANCE).	<+> <-> <0>	≥ 50% OF SCHEDULED MEETINGS (PER #6.) < 50% OF SCHEDULED MEETINGS (PER #6.) OR NOT AVAILABLE MISSING
6	6.	PRINCIPAL SUBMITS COPY OF LSCRC/SCO SCHEDULE OF MEETINGS FOR SCHOOL YEAR 1979-80; TIME AND DATES ARE INDICATED FOR AT LEAST 5 MEETINGS.	<+> <-> <0>	SUBMITTED LIST FOR ≥ 5 MEETINGS < 5 MEETINGS INDICATED OR NOT AVAILABLE MISSING OR UNABLE TO DETERMINE DATES OR TIME
7	7.	PRINCIPAL SUBMITS A COPY OF LSCRC/SCO BY-LAWS FOR SCHOOL YEAR 1980-81; INCLUDES OFFICERS, COMPOSITION OF MEMBERSHIP, AND PROPOSED MEETING SCHEDULE.	<+> <-> <0>	SUBMITTED AND MEETS CRITERIA DOES NOT MEET CRITERIA OR NOT AVAILABLE MISSING
8	8.	PRINCIPAL SUBMITS COPY OF THE LSCRC/SCO OPERATING BUDGET; INDICATES SOURCE OF INCOME AND DISBURSEMENTS.	<+> <-> <0>	SUBMITTED AND INCLUDES SOURCE OF INCOME AND DISBURSEMENTS DOES NOT MEET CRITERIA OR NOT AVAILABLE MISSING

(MORE)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
9	9A.	PRINCIPAL SAYS SCHOOL PROVIDES LSCRC/SCO WITH SUPPLIES.	<+> <->	YES NO
10	9B.	PRINCIPAL SAYS SCHOOL PROVIDES LSCRC/SCO WITH SECRETARIAL SUPPORT.	<+> <->	YES NO
11	9C.	PRINCIPAL SAYS SCHOOL PROVIDES LSCRC/SCO WITH DUPLICATION.	<+> <->	YES NO
12	9D.	PRINCIPAL SAYS SCHOOL PROVIDES LSCRC/SCO WITH OTHER APPROPRIATE SUPPORT.	<+> <B>	YES NO OR MISSING
13	10.	PRINCIPAL REPORTS THAT GUIDE FOR EFFECTIVE SCHOOL-COMMUNITY RELATIONS WAS DISTRIBUTED TO ALL 1980-81 MEMBERS OF LSCRC.	<+> <->	YES NO
14	11.	PRINCIPAL SAYS SCHOOL RECEIVED SUFFICIENT COPIES OF GUIDE FOR ALL MEMBERS PER OFFICIAL MEMBERSHIP ROSTER.	<+> <->	≤ 10% MEMBERSHIP DID NOT RECEIVE GUIDE > 10% MEMBERSHIP DID NOT RECEIVE GUIDE
15	12.	PRINCIPAL SUBMITS A WRITTEN EXPLANATION OF HOW GUIDE WAS DISTRIBUTED, I.E. METHOD USED AND TO WHOM.	<+> <-> <0>	SUBMITTED DOCUMENT MEETS CRITERIA DOES NOT MEET CRITERIA OR NOT AVAILABLE MISSING

(MORE)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
16	13A.	PRINCIPAL SAYS LSCRC/SCO BY-LAWS WERE DISTRIBUTED TO MEMBERS OF LSCRC/SCO.	<+>	YES
			<->	NO
17	13B.	... BY-LAWS DISTRIBUTED TO OTHER ORGANIZED PARENT GROUPS.	<+>	YES
			<->	NO
			<B>	NO OTHER PARENT GROUPS
18	13C.	... BY-LAWS DISTRIBUTED TO OTHER PARENTS.	<+>	YES
			<->	NO
19	14.	PRINCIPAL REPORTS THAT LSCRC/SCO MEETS IN AN APPROPRIATE LOCATION.	<+>	INDICATION IN WRITTEN COMMENTS THAT APPROPRIATE LOCATION HAS BEEN PROVIDED
			<->	INDICATION IN WRITTEN COMMENTS THAT APPROPRIATE LOCATION HAS NOT BEEN PROVIDED
20	15.	PRINCIPAL SUBMITS LIST OF ALL GROUPS, ORGANIZATIONS, AND COMMITTEES WITH PARENT REPRESENTATION AFFILIATED WITH SCHOOL.	<+>	SUBMITTED LIST OR WRITTEN VERIFICATION THAT ITEM IS NOT APPLICABLE
			<->	NOT AVAILABLE
			<0>	MISSING
21	16.	PRINCIPAL SUBMITS A WRITTEN EXPLANATION OF THE ORGANIZATION OF LSCRC/SCO RE RELATIONSHIP WITH OTHER PARENT GROUPS, I.E., COMMUNICATIONS, WORKING RELATIONSHIPS, COMMON GOALS.	<+>	SUBMITTED EXPLANATION MEETS CRITERIA
			<->	DOCUMENT DOES NOT MEET CRITERIA OR NOT AVAILABLE
			<0>	MISSING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	17.	PRINCIPAL REPORTS THAT LSCRC/SCO HAS AN ADVISORY ROLE IN THIS SCHOOL WITH RESPECT TO:		
22	17A.	CURRICULUM ISSUES	<+> <-> <0>	YES NO MISSING
23	17B.	THE PHYSICAL CONDITION OF THE SCHOOL		
24	17C.	IMPLEMENTATION OF COURT-ORDERED PROGRAMS		
25	17D.	FINANCE CONSIDERATIONS		
26	17E.	MEDIATION OF CONFLICTS		
27	17F.	SECURITY ISSUES		
28	17G.	ENCOURAGING PARENTAL INVOLVEMENT IN SCHOOL AFFAIRS		
29	17H.	INCREASING UNDERSTANDING AMONG PARENTS FROM DIFFERENT COMMUNITIES		
30	17I.	STRENGTHENING COMMUNICATION BETWEEN SCHOOL PERSONNEL AND PARENTS		
31	17J.	SELECTION OF ADMINISTRATORS		
32	17K.	SELECTION OF FACULTY		
33	17L.	GENERAL PERSONNEL MATTERS		
34	17M.	SCHOOL RESOURCES (E.G. SECRETARIAL SERVICES) PROVIDED TO THE LSCRC		
35	17N.	STUDENT ACHIEVEMENT IN READING AND MATH		

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
36	18.	PRINCIPAL SUBMITS LIST OF LSCRC/SCO PROJECTS, AND THE STATUS OF EACH, UNDERTAKEN DURING 1980-81.	<+> <-> <0>	ATTACHED DOCUMENT MEETS CRITERIA DOCUMENT DOES NOT MEET CRITERIA OR NOT AVAILABLE MISSING
37	19.	PRINCIPAL SUBMITS NAME OF LSCRC/SCO REPRESENTATIVE TO REGION SCHOOL-COMMUNITY RELATIONS COMMITTEE; NAME IS ON LSCRC/SCO MEMBERSHIP LIST.	<+> <-> <0>	SUBMITTED NAME APPEARS ON LSCRC/SCO MEMBERSHIP LIST NAME NOT ON LSCRC/SCO MEMBERSHIP LIST OR NO REPRESENTATIVE MISSING
38	20.	REPRESENTATIVE TO REGION SCHOOL-COMMUNITY RELATIONS COMMITTEE IS NOT AN EMPLOYEE OF THE DETROIT PUBLIC SCHOOLS.	<+> <-> <0>	PARENT, COMMUNITY REPRESENTATIVE DETROIT PUBLIC SCHOOLS EMPLOYEE STUDENT OR UNABLE TO DETERMINE
39	21.	PRINCIPAL SAYS THAT LSCRC/SCO REPRESENTATIVE TO REGION SCHOOL-COMMUNITY RELATIONS COMMITTEE MAKES REPORTS TO LSCRC/SCO REGARDING ACTIVITIES.	<+> <->	YES NO
40	22.	PRINCIPAL SAYS THAT INFORMATION REGARDING STATUS OF COURT-ORDERED PROGRAMS (AND COURT ORDERS) IS PROVIDED TO LSCRC/SCO.	<+> <->	YES NO

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
41	23.	PRINCIPAL SUBMITS WRITTEN EXPLANATION WHICH INDICATES HOW COURT-ORDER STATUS INFORMATION IS DISSEMINATED; MUST INDICATE COMPONENTS REPORTED.	<+>	ATTACHED EXPLANATION MEETS CRITERIA
			<->	SUBMITTED EXPLANATION DOES NOT MEET CRITERIA OR NOT AVAILABLE
			<0>	MISSING
	25.	DURING SCHOOL YEAR 1980-81, THE REGION SCHOOL-COMMUNITY RELATIONS ADMINISTRATOR:		
42	25A.	ASSISTED THIS SCHOOL TO INCREASE PARENTAL INVOLVEMENT	<+> <->	YES NO
43	25B.	ORGANIZED, CONDUCTED, OR ASSISTED IN WORKSHOPS FOR LSCRC MEMBERS		
44	25C.	PROVIDED INFORMATION REGARDING THE STATUS OF COURT PROCEEDINGS		
45	25D.	PROVIDED INFORMATION REGARDING THE STATUS OF COURT-ORDERED EDUCATIONAL COMPONENTS		
46	25E.	ASSISTED IN MEDIATING CONFLICTS		
47	25F.	ASSISTED IN CLARIFYING THE ROLE OF OF THE LSCRC		

(END)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	2.	MEMBERSHIP LIST MEETS THESE CRITERIA: (A) PARENTS ≥ 40% OF MEMBERSHIP (B) COMMUNITY REPRESENTATIVES ≥ 10% (C) SCHOOL PERSONNEL REPRESENTATIVES INCLUDE AT LEAST: (C.1) 1 ADMINISTRATOR (C.2) 1 TEACHER (C.3) EITHER 1 PARA-PROFESSIONAL, 1 CUSTODIAL, OR 1 SECRETARIAL (D) ≥ 20 VOTING MEMBERS	<+> <0> <->	MEMBERSHIP MEETS ALL CRITERIA (A), (B), (C.1), (C.2), AND (D) MET EITHER (A), (B), (C.1), (C.2) OR (D) NOT MET
2	4.,17.	PRINCIPAL SUBMITS MEETING MINUTES FOR AT LEAST 5 MEETINGS. AGENDA (OR MINUTES) INCLUDE: (A) TOPICS DISCUSSED (B) TOPICS LISTED WILL INCLUDE AT LEAST 10 OF THE 14 ISSUES ENUMERATED IN ITEM #17.	<+> <0> <->	ALL CRITERIA SATISFIED (A) MET AND (B) 7-9 ISSUES ENUMERATED (A) NOT MET OR ≤ 6 ISSUES ENUMERATED
3	2.,5.	DATA COLLECTION ITEMS #2. AND #5. ESTABLISH THAT: (A) OVERALL ATTENDANCE AT EACH OF 5 MEETINGS REPRESENTS AT LEAST 50% OF OFFICIAL MEMBERSHIP; AND (B) ATTENDANCE OF PARENTS AT EACH OF 5 MEETINGS REPRESENTS AT LEAST 50% OF PARENT MEMBERSHIP.	<+> <0> <->	ALL CRITERIA SATISFIED EITHER (A) OR (B) SATISFIED BOTH (A) AND (B) NOT SATISFIED

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
4	7.	BY-LAWS WILL INCLUDE THESE ITEMS: OFFICERS, MEMBERSHIP, COMPOSITION, REGULAR MEETING DATES, SUBCOMMITTEES (STANDING OR ADHOC).	<+> <->	ALL CRITERIA SATISFIED 1 OR MORE CRITERIA NOT SATISFIED OR BY-LAWS NOT SUBMITTED
5	10.,11.	OPERATING BUDGET SUBMITTED WILL INDICATE: (A) SOURCE AND AMOUNT OF INCOME (B) SOURCE AND AMOUNT OF DISBURSEMENTS (C) SUBMITTED LIST OF PROJECTS (ITEM #18) WILL CONCUR WITH OPERATING BUDGET	<+> <0> <->	BUDGET SUBMITTED AND ALL CRITERIA SATISFIED (A) AND (B) SATISFIED OR MISSING < 2 CRITERIA SATISFIED OR BUDGET NOT SUBMITTED
6	8.,9.	THE SCHOOL PROVIDES APPROPRIATE SERVICES TO SUPPORT ALL LSCRC/SCO NEEDS: (A) SUPPLIES, (B) SECRETARIAL SUPPORT, (C) DUPLICATION, OR (D) OTHER NEEDED SUPPORT.	<+> <->	(A), (B), AND (C) ARE PROVIDED OR PROVIDED FOR IN OPERATING BUDGET EITHER (A), (B), OR (C) ARE NOT PROVIDED OR NOT PROVIDED FOR IN OPERATING BUDGET
7	10.,11.,12.	DATA COLLECTION ITEMS #10.-12. ESTABLISH THE FOLLOWING: (A) ALL LSCRC MEMBERS RECEIVED COPIES OF THE GUIDE (B) EXPLANATION OF DISTRIBUTION INDICATES THIS PROCESS WAS INITIATED NO LATER THAN 11/80	<+> <0> <->	(A), (B), AND (C) SATISFIED (A), (B) SATISFIED EITHER (A) OR (B) NOT SATISFIED

(CONTINUED)

i(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
7 (CON'T)	10.,11.,12. (CON'T)	(C) ASSURANCE THAT IF DISTRIBUTED AT A MEETING ABSENT MEMBERS WERE PROVIDED COPIES OF THE GUIDE	*(SEE ASSESSMENT ITEM #7 ABOVE)*	
8	13A.,13B.,13C.	DATA COLLECTION ITEM #13. ESTABLISHES THAT: (A) BY-LAWS WERE DISTRIBUTED TO: (A.1) LSCRC MEMBERS (A.2) OTHER PARENT GROUPS (A.3) OTHER NON-AFFILIATED PARENTS (B) DISTRIBUTION PROCESS PROVIDED FOR ACCESS BY ALL PARENTS	<+> <0> <->	(A) AND (B) SATISFIED ALL CRITERIA EXCEPT (A.3) SATISFIED ≥ 1 CRITERION NOT SATISFIED (EXCLUDING A.3)
9	3.,4.,18.	SUBMITTED LIST ESTABLISHES THAT PROJECTS ARE DIRECTLY RELATED TO ISSUES INCLUDED IN ITEM #17. AND TOPICS SUMMARIZED IN MINUTES AND AGENDA.	<+> <0> <->	≥ 40% PROJECTS RELATED (PER ITEM #17. ISSUES) ≥ 25% AND < 40% PROJECTS RELATED (PER ITEM #17. ISSUES) < 25% OF PROJECTS ARE RELATED (PER ITEM #17. ISSUES)
10	4.,21.,22., 23.,24.	EVIDENCE IS PROVIDED WHICH INDICATES THAT LSCRC/SCO REGIONAL REPRESENTATIVE MAKES REPORTS TO THE LOCAL COMMITTEE.	<+> <0> <->	LSCRC/SCO REPRESENTATIVE MADE REGIONAL REPORTS AT ≥ 50% OF MEETINGS REPORTS MADE AT 25% TO < 50% OF MEETINGS REPORTS MADE AT < 25% OF MEETINGS OR NO REPRESENTATIVE

(MORE)

[DATA SOURCE FOR ASSESSMENT ITEMS 11-24 IS CHAIRMAN OF LOCAL SCHOOL-COMMUNITY RELATIONS COMMITTEES (HIGH SCHOOLS 1980-81)]

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
11	4.	CHAIRMAN CONFIRMS THAT LSCRC/SCO MEETINGS WERE HELD MONTHLY.	<+>	≥ 8 MEETINGS
			<0>	6-7 MEETINGS
			<->	< 6 MEETINGS
12	5F.,5G.,5H.	CHAIRMAN INDICATES THAT PARENTS, SCHOOL PERSONNEL, AND OTHER COMMUNITY REPRESENTATIVES ATTEND MEETINGS ON A REGULAR BASIS.	<+>	RATES ATTENDANCE OF ALL AS BEING OFTEN OR ALWAYS
			<0>	RATES ATTENDANCE OF PARENTS AND STAFF AS OFTEN OR ALWAYS, BUT ATTENDANCE OF COMMUNITY REPRESENTATIVES AS SOMETIMES
			<->	RATES ATTENDANCE OF PARENTS AS SOMETIMES OR POORER
13	6.,7.	CHAIRMAN CONFIRMS THAT LSCRC/SCO HAS AN OPERATING BUDGET AND INDICATES THE PRIMARY SOURCES OF FUNDS.	<+>	CRITERIA SATISFIED
			<0>	OPERATING BUDGET, BUT SOURCE NOT INDICATED
			<->	NO OPERATING BUDGET
14	8.	CHAIRMAN INDICATES THAT DISAGREEMENTS BETWEEN TEACHERS, PARENTS, AND THE SCHOOL, AND THE ADMINISTRATION ARE USUALLY SETTLED.	<+>	ALMOST ALWAYS OR USUALLY RESOLVED THERE ARE NO DISAGREEMENTS IN THIS SCHOOL
			<0>	SOMETIMES RESOLVED OR DON'T KNOW
			<->	OFTEN AVOIDED OR DENIED OR ALMOST ALWAYS AVOIDED OR DENIED

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
15	9.	CHAIRMAN INDICATES THAT LSCRC/SCO VOTING MEMBERS ARE CHOSEN IN AN APPROPRIATE FASHION; I.E. OPEN ELECTION, APPROPRIATE APPOINTMENT, SELF-SELECTION, OR MIX OF THESE.	<+> <->	APPROPRIATE SELECTION PROCESS ANY VOLUNTEER AT MEETING ALLOWED TO VOTE
16	10.	CHAIRMAN REPORTS THAT THE SCHOOL PROVIDES THE FOLLOWING INFORMATION TO THE LSCRC/SCO: (A) LOCAL SCHOOL FINANCE CONSIDERATIONS (B) CURRICULUM ISSUES (C) GENERAL PERSONNEL MATTERS (D) STUDENT ACHIEVEMENT IN READING (E) STUDENT ACHIEVEMENT IN MATH (F) SELECTION OF ADMINISTRATORS (G) SELECTION OF FACULTY (H) IMPLEMENTATION AND STATUS OF COURT-ORDERED COMPONENTS	<+> <0> <->	YES, ≥ 7 ISSUES YES, 6 ISSUES YES, < 6 ISSUES
17	11.	CHAIRMAN IS AWARE OF AVAILABLE PRINTED MATERIAL STATING: (A) GENERAL AUTHORITY OF THIS LSCRC/SCO (B) SCHOOL RESOURCES AVAILABLE TO LSCRC/SCO (C) PROCEDURES FOR RESOLVING ISSUES AND PROCESSING GRIEVANCES (D) PROCEDURES FOR SELECTION OF LOCAL SCHOOL PRINCIPALS (E) PROCEDURES FOR SELECTION OF OTHER SCHOOL PERSONNEL	<+> <0> <->	YES (A),(B),(C), AND (D) YES, 3 AREAS YES, < 3 AREAS

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
18	13. (PART I)	CHAIRMAN REPORTS THAT THE LSCRC/SCO HAS AN ADVISORY ROLE IN THIS SCHOOL RE: (A) CURRICULUM ISSUES (B) THE PHYSICAL CONDITION OF THE SCHOOL (C) IMPLEMENTATION OF THE COURT-ORDERED COMPONENTS (D) FINANCE CONSIDERATIONS (E) MEDIATION OF CONFLICTS (F) SECURITY ISSUES (G) ENCOURAGING PARENTAL INVOLVEMENT IN SCHOOL AFFAIRS (H) INCREASING UNDERSTANDING AMONG PARENTS FROM DIFFERENT COMMUNITIES (I) STRENGTHENING COMMUNICATION BETWEEN SCHOOL PERSONNEL AND PARENTS (J) SELECTION OF ADMINISTRATORS (K) SELECTION OF FACULTY (L) GENERAL PERSONNEL MATTERS (M) SCHOOL RESOURCES (E.G. SECRETARIAL SERVICES) PROVIDED TO THE LSCRC/SCO	<+> <0> <->	YES, (A),(B),(C), (D), (E), (F), (G),(H),(I),(J), AND (M) (11 AREAS) YES, 9-10 AREAS YES, < 9 AREAS
19	13. (PART II)	CHAIRMAN REPORTS SATISFACTION WITH THE ADVISORY ROLE OF THE LSCRC/SCO RE AREAS LISTED UNDER ASSESSMENT ITEM #18, ABOVE.	<+> <0> <->	SATISFIED, $\geq$ 11 AREAS SATISFIED, 8-10 AREAS SATISFIED, < 8 AREAS
20	14.	CHAIRMAN REPORTS THAT THE PRINCIPAL ENCOURAGES PARENTS: (A) TO ATTEND LSCRC/SCO MEETINGS (B) TO BECOME MEMBERS OF THE LSCRC/SCO (C) TO ATTEND SCHOOL FUNCTIONS (D) TO BECOME INVOLVED IN SCHOOL AFFAIRS (E) TO USE THE "GUIDE" TO DEVELOP AN EFFECTIVE LSCRC/SCO IN THIS SCHOOL	<+> <0> <->	YES, ALL AREAS YES, 4 AREAS YES, < 4 AREAS

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
21	15B., 15C., 15D., 15E., 15P.	CHAIRMAN REPORTS THAT THE LSCRC/SCO IS WORTHWHILE AND EFFECTIVE: (B) LSCRC'S SHOULD NOT BE ELIMINATED (C) THE MAJORITY OF GRIEVANCES EXPRESSED BY THIS LSCRC/SCO ARE JUSTIFIED (D) THE LSCRC/SCO IN THIS SCHOOL IS A WORTHWHILE ORGANIZATION (E) MOST LSCRC/SCO MEMBERS MAKE A VALUABLE CONTRIBUTION TO THE EDUCATIONAL FUNCTION OF THIS SCHOOL (P) THIS LSCRC/SCO IS AN EFFECTIVE ORGANIZATION	<+> <0> <->	ALL CATEGORIES REFLECT POSITIVE ASSESSMENTS 4 CATEGORIES REFLECT POSITIVE ASSESSMENTS < 4 CATEGORIES REFLECT POSITIVE ASSESSMENTS
22	15F., 15H., 15K.	CHAIRMAN REPORTS THAT THE LSCRC/SCO HAS SUPPORT OF PRINCIPAL, TEACHERS, AND PARENTS: (F) THE PRINCIPAL OF THIS SCHOOL IS SUPPORTIVE OF THE LSCRC/SCO (H) MOST OF THE TEACHERS IN THIS SCHOOL ARE SUPPORTIVE OF THE LSCRC/SCO (K) MOST PARENTS IN THIS SCHOOL ARE SUPPORTIVE OF THE LSCRC/SCO	<+> <0> <->	ALL GROUPS SUPPORTIVE 2 GROUPS SUPPORTIVE < 2 GROUPS SUPPORTIVE
23	15L.	CHAIRMAN REPORTS THAT SCHOOL STAFF DOES NOT DOMINATE THE FUNCTIONING OF THE LSCRC/SCO.	<+> <0> <->	DISAGREE OR STRONGLY DISAGREE NEUTRAL AGREE OR STRONGLY AGREE

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
24	16.,17.	CHAIRMAN INDICATES THAT HE HAS NOT CONSIDERED LEAVING THE LSCRC/SCO BECAUSE OF ORGANIZATIONAL OR OTHER PROBLEMS INCIDENTAL TO AUTHORITY AND EFFECTIVENESS.	<+> <0> <->	NO OR YES, BUT NEVER SERIOUS YES, ONCE OR TWICE YES, MANY TIMES

(END)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
-	1.	COPIES OF THE UNIFORM CODE OF STUDENT CONDUCT (BLUE BOOKLET) HAVE BEEN DELIVERED, SINCE SEPTEMBER 1980, TO:		
1	1A.	ADMINISTRATORS		
2	1B.	TEACHERS	<+> <->	YES NO
3	1C.	SUPPORT STAFF		
4	1D.	9TH GRADERS		
5	1E.	10TH GRADERS		
6	1F.	11TH GRADERS		
7	1G.	12TH GRADERS		
8	1H.	LOCAL SCHOOL-COMMUNITY RELATIONS COMMITTEE		
9	1I.	OTHER PARENTS		
10	2.	PRINCIPAL SUBMITS A COPY OF THE SCHOOL'S 1980-81 DISCIPLINE AND ATTENDANCE POLICY THAT MUST INCLUDE PROVISIONS FOR IDENTIFYING AND ACTING ON TRUANCIES.	<+> <-> <0>	COMPLETE POLICY INCOMPLETE OR NO POLICY SUBMITTED MISSING
11	3.	PRINCIPAL SUBMITS A WRITTEN EXPLANATION OF HOW THE ABOVE MENTIONED POLICY WAS DISSEMINATED, TO WHOM IT WAS DISSEMINATED, AND IN WHAT FORM.	<+> <-> <0>	COMPLETE EXPLANATION INCOMPLETE OR NO EXPLANATION SUBMITTED MISSING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
12	4.	PRINCIPAL REPORTS THAT THE CURRENT POLICY WENT INTO EFFECT BEFORE 10/80.	<+> <->	BEFORE 10/80 AFTER 10/80 OR IS NOT CURRENTLY IN EFFECT
13	5.	PRINCIPAL SUBMITS A COPY OF THE SCHOOL'S 1980-81 ATTENDANCE PROCEDURES THAT MAY HAVE BEEN DISSEMINATED TO STAFF AND STUDENTS. (PROCEDURES MAY BE INCLUDED IN THE ATTENDANCE POLICY BUT THEY MUST BE CLEARLY DISTINGUISHABLE). THEY MUST INCLUDE PROVISIONS FOR IDENTIFYING AND ACTING ON TRUANCIES.	<+> <-> <0>	COMPLETE PROCEDURES INCOMPLETE OR NO PROCEDURES SUBMITTED MISSING
14	6.	PRINCIPAL SUBMITS WRITTEN EXPLANATION OF HOW THE SCHOOL'S 1980-81 ATTENDANCE PROCEDURES WERE DISSEMINATED, ON WHAT DATES, AND TO WHOM.	<+> <-> <0>	COMPLETE STATEMENT INCOMPLETE OR NO STATEMENT SUBMITTED MISSING
15	7.	PRINCIPAL REPORTS THAT SCHOOL HAS AN ATTENDANCE CENTER.	<+> <->	YES NO
16	8.	PRINCIPAL REPORTS THAT THE ATTENDANCE CENTER IS STAFFED BY A DEPARTMENT HEAD AND SECRETARY/CLERK.	<+> <0> <->	DEPARTMENT HEAD AND SECRETARY/CLERK DEPARTMENT HEAD ONLY SECRETARY/CLERK ONLY OR OTHER STAFFING ARRANGEMENT

(MORE)

PAGE 3 OF 3
STUDENT CODE OF CONDUCT
(HIGH)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
17	9.	PRINCIPAL REPORTS THAT THE CURRENT PROCEDURES WENT INTO EFFECT BEFORE 10/80.	<+> <->	BEFORE 10/80 AFTER 10/80
18	10.	PRINCIPAL REPORTS THAT HE ATTENDED ORIENTATION ON THE UNIFORM CODE OF STUDENT CONDUCT DURING 1980-81.	<+> <->	YES NO
19	12.	PRINCIPAL REPORTS THAT REPORTS OF ALL STUDENT INFRACTIONS OF THE UNIFORM CODE ARE SENT TO THE REGION.	<+> <->	YES NO
	14.	PRINCIPAL REPORTS THAT REPORTS OF ALL STUDENT INFRACTIONS OF THE UNIFORM CODE ARE SENT TO THE REGION.		
20	14A. 14B. 14C.	(A) EACH MONTH (B) EACH SEMESTER (C) END OF EACH ACADEMIC YEAR	<+> <->	YES FOR (A),(B), AND (C) NO FOR ANY CATEGORY
21	15.	THE UNIFORM CODE OF STUDENT CONDUCT IS DISPLAYED.		
		(A) PROMINENTLY (B) IN A CENTRAL LOCATION	<+> <-> <0>	YES FOR (A) AND (B) NO FOR EITHER CATEGORY UNABLE TO DETERMINE

(END)

PAGE 1 OF 3
STUDENT CODE OF CONDUCT
(HIGH)

ASSESSMENT III

D-93

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	DPS DATA	MARCH 1981 AVERAGE DAILY ATTENDANCE (RECORD ROOM) > CITY-WIDE HIGH SCHOOL SCHOOL AVERAGE DAILY ATTENDANCE.	<+> <-> <0>	MARCH 1981 AVERAGE > 81.5% MARCH 1981 AVERAGE < 81.5% MARCH 1981 AVERAGE = 81.5% OR DATA NOT AVAILABLE
2	DPS DATA	MARCH 1981 AVERAGE DAILY ATTENDANCE (RECORD ROOM) IMPROVED OVER PREVIOUS YEAR (1978-79).	<+> <-> <0>	MARCH 1981 AVERAGE > 1979 AVERAGE MARCH 1981 AVERAGE < 1979 AVERAGE MARCH 1981 AVERAGE = 1979 AVERAGE
3	DPS DATA	MARCH 1981 AVERAGE DAILY ATTENDANCE (CLASSROOM) > CITY-WIDE HIGH SCHOOL AVERAGE CLASSROOM ATTENDANCE	<+> <-> <0>	MARCH 1981 MEAN > 73.6% MARCH 1981 MEAN < 73.6% MARCH 1981 MEAN = 73.6% OR DATA NOT AVAILABLE
4	DPS DATA	MARCH 1981 AVERAGE DAILY ATTENDANCE (CLASSROOM) IMPROVED OVER PREVIOUS YEAR (1978-79).	<+> <-> <0>	MARCH 1981 MEAN > 1979 MEAN MARCH 1981 MEAN > 1979 MEAN MARCH 1981 MEAN = 1979 MEAN OR DATA NOT AVAILABLE
5	DPS DATA	COMPARISON OF AVERAGE DAILY RECORD ROOM AND CLASSROOM ATTENDANCE INDICATES LITTLE OR NO IN-SCHOOL TRUANCY.	<+> <-> <0>	< 5% DIFFERENCE ≥ 10% DIFFERENCE ≥ 5% AND < 10% DIFFERENCE OR DATA NOT AVAILABLE

(MORE)

HIGH SCHOOL INDICATORS

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
6	DPS DATA	EVIDENCE INDICATES THAT SCHOOL HAS REDUCED IN-SCHOOL TRUANCY FROM INDICATED 1978-79 LEVEL.	<+> <-> <0>	MARCH 1981 DIFFERENCE < 1978-79 DIFFERENCE MARCH 1981 DIFFERENCE > 1978-79 DIFFERENCE MARCH 1981 DIFFERENCE = 1978-79 DIFFERENCE ± 1.0% OR DATA NOT AVAILABLE
7	DPS DATA	IN PRACTICE SCHOOL DOES NOT USE MULTIPLE EXCLUSIONS: A STUDENT IS EXCLUDED (IF WARRANTED) < 3 TIMES DURING SCHOOL YEAR. (CONTINUE BELOW)	<+> <-> <0>	NO SINGLE STUDENT EXCLUDED 3 TIMES ANY STUDENT EXCLUDED 3 TIMES DATA NOT AVAILABLE
8	DPS DATA	(CONTINUED FROM 3 ABOVE)	<+> <-> <0>	NO SINGLE STUDENT EXCLUDED 4 TIMES ANY STUDENT EXCLUDED 4 TIMES DATA NOT AVAILABLE
9	DPS DATA	(CONTINUED FROM 3 ABOVE)	<+> <-> <0>	NO SINGLE STUDENT EXCLUDED 5 TIMES ANY STUDENT EXCLUDED 5 TIMES DATA NOT AVAILABLE
10	DPS DATA	(CONTINUED FROM 3 ABOVE)	<+> <-> <0>	NO SINGLE STUDENT EXCLUDED ≥ 6 TIMES ANY STUDENT EXCLUDED ≥ 6 TIMES DATA NOT AVAILABLE

(MORE)

PAGE 3 OF 3
STUDENT CODE OF CONDUCT
(HIGH)

ASSESSMENT III

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
11	DPS DATA	WHERE A STUDENT HAS AT LEAST ONE PREVIOUS EXCLUSION FOR AN "A" OFFENCE, SCHOOL SUSPENDS FOR SECOND "A" OFFENCE.	<+>	**NO** SINGLE STUDENT WITH 1 PREVIOUS "A" EXCLUSION EXCLUDED **AND** NOT SUSPENDED FOR CODE VIOLATIONS "A"
			<->	**ANY** STUDENT WITH 1 PREVIOUS EXCLUSION EXCLUDED **AND** NOT SUSPENDED FOR CODE VIOLATIONS "A"
			<0>	DATA NOT AVAILABLE
12	DPS DATA	WHERE A STUDENT HAS AT LEAST TWO PREVIOUS EXCLUSIONS, SCHOOL SUSPENDS FOR "A" OFFENCE.	<+>	**NO** SINGLE STUDENT WITH 2 PREVIOUS EXCLUSIONS EXCLUDED **AND** NOT SUSPENDED FOR CODE VIOLATIONS "A"
			<->	**ANY** STUDENT WITH 2 PREVIOUS EXCLUSIONS EXCLUDED **AND** NOT SUSPENDED FOR CODE VIOLATIONS "A"
			<0>	DATA NOT AVAILABLE
13	COMMISSION DATA	TEACHERS AND COUNSELORS RATE ADMINISTRATION OF DISCIPLINE AS ACCEPTABLE.	<+>	CALCULATED INDEX ≤ 3.0
			<->	CALCULATED INDEX > 3.0
			<0>	ITEM RESPONSE RATE < 40% OR DATA NOT AVAILABLE
14	DPS DATA	SCHOOL MAKES REGULAR REPORTS OF STUDENT CODE ACTIVITY TO CENTRAL ADMINISTRATION.	<+>	RECORDS INDICATE SCHOOL HAS REPORTED SUMMARY OF STUDENT CODE ACTIVITY FOR 1980-81
			<->	NO SUMMARY OF STUDENT CODE ACTIVITY REPORTED FOR 1980-81
15	DPS DATA	DUE PROCESS IS OBSERVED.	<+>	NO DUE PROCESS APPEAL UPHELD
			<->	> 1 APPEAL UPHELD
			<0>	1 APPEAL UPHELD

(END)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL REPORTS THAT SCHOOL HAS DESIGNATED BUILDING TEST COORDINATOR.	<+>	YES
			<->	NO
2	2.	STAFF POSITION OF BUILDING TEST COORDINATOR IS APPROPRIATE.	<+>	ASSISTANT PRINCIPAL, UNIT HEAD, TEACHER OR OTHER: PRINCIPAL
			<->	COUNSELOR OR OTHER: ANY NON-TEACHING STAFF
3	3.	PRINCIPAL SUBMITS OFFICIAL ACHIEVEMENT PLAN THAT OUTLINES TESTING PROGRAM PLANS FOR 1980-81 SCHOOL YEAR.	<+>	DOCUMENT SUBMITTED
			<->	DOCUMENT NOT AVAILABLE OR DOES NOT OUTLINE TESTING PROGRAM PLANS
			<0>	MISSING
	4.	SCHOOL REPORTS RESULTS TO PARENTS OF THE FOLLOWING ACHIEVEMENT TESTS:		
4	4A.	CALIFORNIA ACHIEVEMENT TEST	<+>	YES
			<->	NO
5	4B.	MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM	<+>	YES
			<->	NO
6	4C.	OTHER: IF ANY	<+>	YES
			<->	NO
			<B>	NO OTHER ACHIEVEMENT TESTS

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
7	5.	PRINCIPAL SUBMITS AN EXPLANATION OF THE METHOD USED TO REPORT SUMMARIES OF THE ACHIEVEMENT TEST SCORES FROM TESTS MENTIONED IN ITEM #4. EXPLANATION MUST INCLUDE DATES, TO WHOM THE REPORTS ARE SENT, AND A DESCRIPTION OF THE REPORTING METHOD.	<+> <-> <0>	COMPLETE EXPLANATION INCOMPLETE OR NO EXPLANATION SUBMITTED MISSING
8	7.	BUILDING TEST COORDINATOR REPORTS HAVING RECEIVED APPROXIMATELY 6 OR MORE HOURS OF TRAINING OR IN-SERVICING IN THE INTERPRETATION AND USE OF CRITERIA-BASED TESTS.	<+> <->	≥ 6 HOURS < 6 HOURS
9	8.	BUILDING TEST COORDINATOR IS INVOLVED BETWEEN 20% TO 100% OF HIS TIME IN TEST-RELATED ACTIVITIES.	<+> <->	20% TO 100% < 20% OR DON'T KNOW
10	10.	BUILDING TEST COORDINATOR SUBMITS A COPY OF THE SCHOOL'S PLAN FOR TEACHER TRAINING IN THE INTERPRETATION AND USE OF CRITERIA-BASED TESTS. PLAN MUST INCLUDE SCHEDULE OF TRAINING PROGRAM WITH DATES AND LENGTH OF SESSIONS.	<+> <-> <0>	COMPLETE PLAN INCOMPLETE OR NO PLAN SUBMITTED MISSING

(MORE)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
11	13.	BUILDING TEST COORDINATOR SUBMITS A WRITTEN EXPLANATION OF THE NUMBERS OF STUDENTS BY GRADE WHO WERE OFFICIALLY EXCLUDED FROM TAKING THE CAT AND MEAP TESTS, INCLUDES THE REASONS THE STUDENTS WERE OFFICIALLY EXCLUDED.	<+> <-> <0>	COMPLETE EXPLANATION INCOMPLETE OR NO EXPLANATION SUBMITTED MISSING
12	14.	BUILDING TEST COORDINATOR HAS ASSISTED BETWEEN 60% AND 100% OF THE TEACHERS IN THE INTERPRETATION AND UTILIZATION OF CRITERIA-BASED TESTS.	<+> <->	≥ 60% < 60% OR DON'T KNOW
13	15.	BUILDING TEST COORDINATOR ATTENDED, DURING THE CURRENT SCHOOL YEAR (1980-81), AN ORIENTATION FOR TEST COORDINATORS.	<+> <->	YES NO

(END)

PAGE 1 OF 7
VOCATIONAL EDUCATION
(HIGH)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL SUBMITS A COPY OF THE MASTER SCHEDULE OF CLASSES FOR SCHOOL YEAR 1980-81.	<+> <-> <0>	SCHEDULE SUBMITTED SCHEDULE NOT SUBMITTED MISSING
2	2.	PRINCIPAL SUBMITS A COPY OF THE MASTER TEACHING SCHEDULE FOR VOCATIONAL EDUCATION TEACHERS FOR SCHOOL YEAR 1980-81.	<+> <-> <0>	SCHEDULE SUBMITTED SCHEDULE NOT SUBMITTED MISSING
3	3.	PRINCIPAL REPORTS THAT SCHOOL HAS BEEN ASSIGNED A COOPERATIVE EDUCATION (CO-OP) COORDINATOR(S).	<+> <-> <0>	≥ 1 COORDINATOR ASSIGNED NO COORDINATOR ASSIGNED MISSING
4	4.	PRINCIPAL REPORTS THAT STUDENTS ARE ABLE TO ARRANGE SCHEDULES WITH MORE THAN 5 CLASS PERIODS.	<+> <-> <0>	STUDENTS ABLE TO ARRANGE 6 OR 7 CLASS PERIOD SCHEDULE STUDENTS NOT ABLE TO ARRANGE 6 OR 7 CLASS PERIOD SCHEDULE MISSING
5	5.	PRINCIPAL REPORTS THAT TEACHERS ARE ASSIGNED TO: (A) BUSINESS & DISTRIBUTIVE EDUCATION (B) HOME ECONOMICS (C) TRADE & INDUSTRIAL EDUCATION (D) HEALTH (E) OTHER	<+> <-> <0>	VOCATIONAL TEACHERS ARE ASSIGNED TO: (A),(B),(C), AND (D) OR (E) VOCATIONAL TEACHERS NOT ASSIGNED TO ONE OR MORE OF (A),(B),(C) OR (D) AND (E) MISSING

D-101

HIGH SCHOOL INDICATORS

(MORE)

BEST COPY

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
6	6.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR EQUIPMENT IN THE DEPARTMENT IS ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD
7	7.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE AVAILABLE TO TEACH PROGRAM OBJECTIVES.	<+>	ALL MAJOR ITEMS AVAILABLE OR $\ngtr$ 1 MAJOR ITEM NOT AVAILABLE
			<->	$\geq$ 2 MAJOR ITEMS NOT AVAILABLE
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD
8	8.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE IN REPAIR.	<+>	ALL MAJOR ITEMS IN REPAIR OR $\ngtr$ 2 MAJOR ITEMS IN NEED OF REPAIR & REPAIRABLE
			<->	$\geq$ 3 MAJOR ITEMS ARE IN NEED OF REPAIR
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD

(MORE)

C-103

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
9	9.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT DO NOT NEED REPLACEMENT.	<+>	NO REPLACEMENT NECESSARY OR ≤ 2 MAJOR ITEMS OF EQUIPMENT NEED REPLACEMENT
			<->	≥ 3 MAJOR ITEMS NEED REPLACEMENT
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD
10	11.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT DEPARTMENTAL FACILITIES ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD
11	12.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT <u>SUPPLIES</u> AND <u>MATERIALS</u> ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD

HIGH SCHOOL INDICATORS

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
12	13.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT IN THE DEPARTMENT ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD
13	14.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE AVAILABLE TO TEACH PROGRAM OBJECTIVES.	<+>	ALL MAJOR ITEMS AVAILABLE OR ≯ 1 MAJOR ITEM NOT AVAILABLE
			<->	≥ 2 MAJOR ITEMS NOT AVAILABLE
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD
14	15.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE IN REPAIR.	<+>	ALL MAJOR ITEMS IN REPAIR OR ≯ 2 MAJOR ITEMS IN NEED OF REPAIR & REPAIRABLE
			<->	≥ 3 MAJOR ITEMS IN NEED OF REPAIR
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIBUTIVE EDUCATION DEPARTMENT HEAD

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
15	16.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT DO NOT NEED REPLACEMENT.	<+>	NO REPLACEMENT NECESSARY OR ≤ 2 MAJOR ITEMS OF EQUIPMENT NEED REPLACEMENT
			<->	≥ 3 MAJOR ITEMS OF EQUIPMENT NEED REPLACEMENT
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD
16	18.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT DEPARTMENTAL FACILITIES ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD
17	19.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT <u>SUPPLIES</u> AND <u>MATERIALS</u> ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
18	20.	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT IN THE DEPARTMENT ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD
19	21.	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE AVAILABLE TO TEACH PROGRAM OBJECTIVES.	<+>	ALL MAJOR ITEMS AVAILABLE OR ≯ 1 MAJOR ITEM NOT AVAILABLE
			<->	≥ 3 MAJOR ITEMS NOT AVAILABLE
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD
20	22.	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE IN REPAIR.	<+>	ALL MAJOR ITEMS IN REPAIR OR ≯ 1 MAJOR ITEMS ARE IN NEED OF REPAIR & REPAIRABLE
			<->	≥ 2 MAJOR ITEMS IN NEED OF REPAIR
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD

D-136

(MORE)

BEST COPY

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
21	23	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT DO NOT NEED REPLACEMENT.	<+>	NO REPLACEMENT NECESSARY OR ≤ 2 MAJOR ITEMS OF EQUIPMENT NEED REPLACEMENT
			<->	≥ 3 MAJOR ITEMS OF EQUIPMENT NEED REPLACEMENT
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD
22	24	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT THE DEPARTMENTAL FACILITIES ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD
23	26	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT <u>SUPPLIES</u> AND <u>MATERIALS</u> ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD

(END)

BEST COPY

PAGE 1 OF 5
VOCATIONAL EDUCATION
(HIGH)

ASSESSMENT III

D-109

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1., 2.	THE MASTER SCHEDULE OF CLASSES AND THE MASTER TEACHING SCHEDULE PROVIDE EVIDENCE OF PREVOCATIONAL AND VOCATIONAL OPPORTUNITIES:		
		(A) CLASSES ARE OFFERED IN EACH MAJOR VOCATIONAL AREA; I.E., TRADE & INDUSTRIAL EDUCATION, HOME ECONOMICS, AND BUSINESS/DISTRIBUTIVE EDUCATION (B) VOCATIONAL TEACHERS COMPRISE APPROXIMATELY 1/5 OF THE TEACHING STAFF (C) THE SCHOOL HAS AT LEAST TWO VOCATIONAL EDUCATION DEPARTMENT HEADS (INCLUDING BUSINESS)	<+> <0> <->	ALL CRITERIA SATISFIED 2 CRITERIA SATISFIED ≤ 1 CRITERION SATISFIED
2	6.,13.,20.	ALL VOCATIONAL EDUCATION DEPARTMENT HEADS REPORT THAT THE MAJOR EQUIPMENT IN THEIR DEPARTMENTS IS ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+> <0> <->	≤ 5.0 COMPOSITE RATING INDEX > 5.0 AND ≤ 9.0 COMPOSITE RATING INDEX > 9.0 AND ≤ 15.0 COMPOSITE RATING INDEX
3	7.,14.,21.	ALL VOCATIONAL EDUCATION DEPARTMENT HEADS REPORT THAT MAJOR EQUIPMENT IN THEIR DEPARTMENTS IS AVAILABLE TO TEACH PROGRAM OBJECTIVES.	<+> <0> <->	≤ 1 MAJOR ITEM REPORTED NOT AVAILABLE IN ANY DEPARTMENT > 1 AND ≤ 2 MAJOR ITEMS OF EQUIPMENT NOT AVAILABLE IN ANY DEPARTMENT > 2 MAJOR ITEMS OF EQUIPMENT NOT AVAILABLE IN ANY DEPARTMENT

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
4	8.,15.,22.	ALL VOCATIONAL EDUCATION DEPARTMENT HEADS REPORT THAT MOST MAJOR ITEMS OF EQUIPMENT ARE IN REPAIR.	<+>	$\leq$ 2 MAJOR ITEMS IN NEED OF REPAIR (ALL DEPARTMENTS)
			<0>	3 MAJOR ITEMS IN NEED OF REPAIR (ALL DEPARTMENTS)
			<->	> 3 MAJOR ITEMS IN NEED OF REPAIR (ALL DEPARTMENTS)
5	11.,18.,15.	ALL DEPARTMENT HEADS REPORT THAT THE FACILITIES AVAILABLE TO THEIR DEPARTMENTS ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	$\leq$ 5.0 COMPOSITE RATING INDEX
			<0>	> 5.0 AND $\leq$ 9.0 COMPOSITE RATING
			<->	> 9.0 AND $\leq$ 15.0 COMPOSITE RATING INDEX
6	12.,19.,26.	ALL DEPARTMENT HEADS REPORT THAT THE SUPPLIES AND MATERIALS AVAILABLE TO THEIR DEPARTMENTS ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	$\leq$ 5.0 COMPOSITE RATING INDEX
			<0>	> 5.0 AND $\leq$ 9.0 COMPOSITE RATING INDEX
			<->	> 9.0 AND $\leq$ 15.0 COMPOSITE RATING INDEX

[DATA SOURCE FOR ASSESSMENT ITEMS 7-18 IS VOCATIONAL EDUCATION TEACHERS IN HIGH SCHOOL BUSINESS AND DISTRIBUTIVE EDUCATION PROGRAMS. ASSESSMENT ITEMS 19-30 REPRESENT A REPEAT FOR CONSUMER/HOME ECONOMICS (WAGE AND NON-WAGE) PROGRAMS. ASSESSMENT ITEMS 31-42 REPRESENT A REPEAT FOR TRADE AND INDUSTRIAL EDUCATION PROGRAMS.]

7,19,31	2.	TEACHERS INDICATE THAT STUDENTS HAVE SATISFACTORY OPPORTUNITIES TO PARTICIPATE IN PREVOCATIONAL COURSES.	<+>	OPPORTUNITIES INDEX $\leq$ 3.0
			<0>	OPPORTUNITIES INDEX > 3.0 AND $\leq$ 3.5 OR ITEM RESPONSE RATE < 40%
			<->	OPPORTUNITIES INDEX > 3.5 AND $\leq$ 5.0

(MORE)

BEST COPY

PAGE 3 OF 5
VOCATIONAL EDUCATION
(HIGH)

ASSESSMENT 111

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
8,20,32	3.	TEACHERS INDICATE THAT STUDENTS HAVE SATISFACTORY OPPORTUNITIES TO PARTICIPATE IN VOCATIONAL COURSES.	<+> <0> <->	OPPORTUNITIES INDEX ≤ 3.0 OPPORTUNITIES INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE $< 40\%$ OPPORTUNITIES INDEX > 3.5 AND ≤ 5.0
9,21,33	4.	TEACHERS INDICATE THAT STUDENTS HAVE SATISFACTORY OPPORTUNITIES TO PARTICIPATE IN CO-OP PROGRAMS.	<+> <0> <->	OPPORTUNITIES INDEX ≤ 3.0 OPPORTUNITIES INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE $< 40\%$ OPPORTUNITIES INDEX > 3.5 AND ≤ 5.0
10,22,34	5.	TEACHERS INDICATE THAT THE CONDITION OF THE MAJOR EQUIPMENT THEY USE TO TEACH VOCATIONAL EDUCATION SUBJECTS IS SATISFACTORY.	<+> <0> <->	CONDITION INDEX ≤ 3.0 CONDITION INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE $< 40\%$ CONDITION INDEX > 3.5 AND ≤ 5.0
11,23,35	6.	TEACHERS INDICATE THAT THE MAJOR EQUIPMENT THEY USE TO TEACH VOCATIONAL EDUCATION SUBJECTS IS ADEQUATE TO PROGRAM OBJECTIVES	<+> <0> <->	ADEQUACY INDEX ≤ 3.0 ADEQUACY INDEX > 3.0 AND $\leq$ OR ITEM RESPONSE RATE $< 40\%$ ADEQUACY INDEX > 3.5 AND ≤ 5.0
12,24,36	7.	TEACHERS INDICATE THAT THE CONDITION OF THE PRINCIPAL FACILITY(S) THEY USE TO TEACH VOCATIONAL EDUCATION SUBJECTS IS SATISFACTORY.	<+> <0> <->	CONDITION INDEX ≤ 3.0 CONDITION INDEX >3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE $< 40\%$ CONDITION INDEX > 3.5 AND ≤ 5.0

(MORE)

BEST COPY

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
13,25,37	8.	TEACHERS INDICATE THAT THE PRINCIPAL FACILITY(S) THEY USE TO TEACH VOCATIONAL EDUCATION SUBJECTS IS ADEQUATE TO PROGRAM OBJECTIVES.	<+> <0> <->	ADEQUACY INDEX ≤ 3.0 ADEQUACY INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE $< 40\%$ ADEQUACY INDEX > 3.5 AND ≤ 5.0
14,26,38	9.	TEACHERS INDICATE THAT THE SUPPLIES THEY USE TO TEACH VOCATIONAL EDUCATION SUBJECTS ARE SATISFACTORY.	<+> <0> <->	SUPPLIES INDEX ≤ 3.0 SUPPLIES INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE $< 40\%$ SUPPLIES INDEX > 3.5 AND ≤ 5.0
15,27,39	10.	TEACHERS INDICATE THAT "COMPETENCY-BASED EDUCATION" STRATEGIES ARE INCORPORATED IN PREVOCATIONAL AND VOCATIONAL CLASSES.	<+> <0> <->	$\geq 70\%$ OF CLASSES $\geq 50\%$ AND $< 70\%$ OF CLASSES $< 50\%$ OF CLASSES
16,28,40	11A.,11B.,11C.	TEACHERS REPORT PARTICIPATION IN INSERVICE TRAINING IN: (A) CHANGING ON-THE-JOB SKILL REQUIREMENTS (B) ORIENTATION TO THE DETROIT AREA VOCATIONAL CENTERS (C) USE OF "COMPENTENCY-BASED EDUCATION" STRATEGIES	<+> <0> <->	$\geq 50\%$ PARTICIPATION IN ≥ 2 AREAS (A),(B), OR (C) $\geq 50\%$ AND $< 80\%$ PARTICIPATION IN 1 AREA (A),(B), OR (C) OR $< 40\%$ ITEM RESPONSE RATE $< 50\%$ PARTICIPATION IN 3 AREAS (A),(B), OR (C)

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
17,29,41	12A.,12C.	TEACHERS REPORT PARTICIPATION IN EITHER (A) UNIVERSITY CLASSES, OR (B) PAID WORK IN THEIR CURRICULAR AREAS.	<+> <B> <0>	≥ 40% PARTICIPATION IN EITHER (A) OR (B) OR BOTH < 40% PARTICIPATION < 40% ITEM RESPONSE RATE
18,30,42	12B.	TEACHERS REPORT PARTICIPATION IN PROFESSIONAL OR TRADE ASSOCIATION ACTIVITIES IN THEIR CURRICULAR AREAS.	<+> <B> <0>	≥ 70% PARTICIPATION < 70% PARTICIPATION < 40% ITEM RESPONSE RATE

(END)

Overview of Section E

The commission used various methods of data collection and various sources of information to prepare Profiles of Detroit's Public High Schools: 1975 to 1984 (October 1984). The tables included in this section of the commission's longitudinal study of the Detroit public high schools were compiled from data collected and reported by the school system, and from surveys conducted by the commission. These tables and charts describe characteristics of the Detroit public high schools and trends and developments in areas affected by the U.S. District Court desegregation order. Some of the data presented here are also charted in Section C, "Profiles of Individual Schools." Tabular data have been arranged so that high schools can be compared and the presentation also groups high schools by region.[a]

On the following pages the commission has included graphs which chart the opinions of Detroit public high school teachers and counselors as to their evaluation of the individual school's delivery of services in the component areas. These aggregate ratings summarize for all high schools the individual school's ratings included in Section C above. (see also Section A for a discussion of methodology) These graphs dramatically illustrate that teachers and counselors rated Detroit high schools as declining in quality from 1975 to 1978; they then viewed the schools as improving from 1978 to 1981; but the most recent ratings in 1984, although higher than the 1978 ratings, register a decline from those in 1981. The court-ordered components rated highest by high school teachers were In-Service Training and Testing; teachers rated Student Code and School-Community Relations (parents' participation) lowest. Detroit high school counselors rated the Testing and Guidance and Counseling components highest; they also rated the Student Code and School-Community Relations components lowest. Finally, counselors appear to view the schools more positively than do teachers.

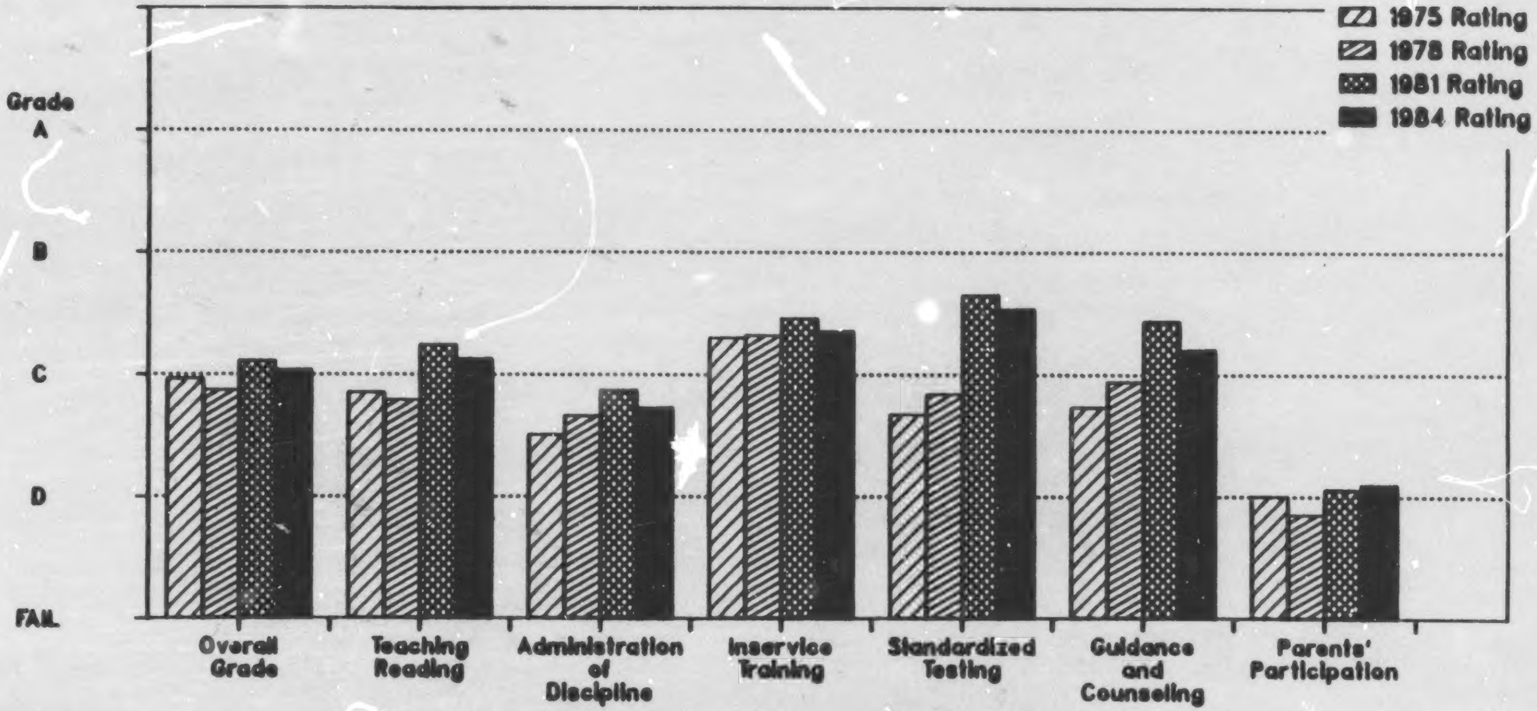
Part 1: Membership and Enrollment

This portion of the report presents data describing membership and enrollment trends in the Detroit public high schools since 1975. A central development has been the decrease in high school enrollment and the increase in black membership during the course of the court order. Only high schools in Region 2 went against this second trend: Southwestern and Western High Schools actually declined in percentage black student membership, and Chadsey remained relatively stable.

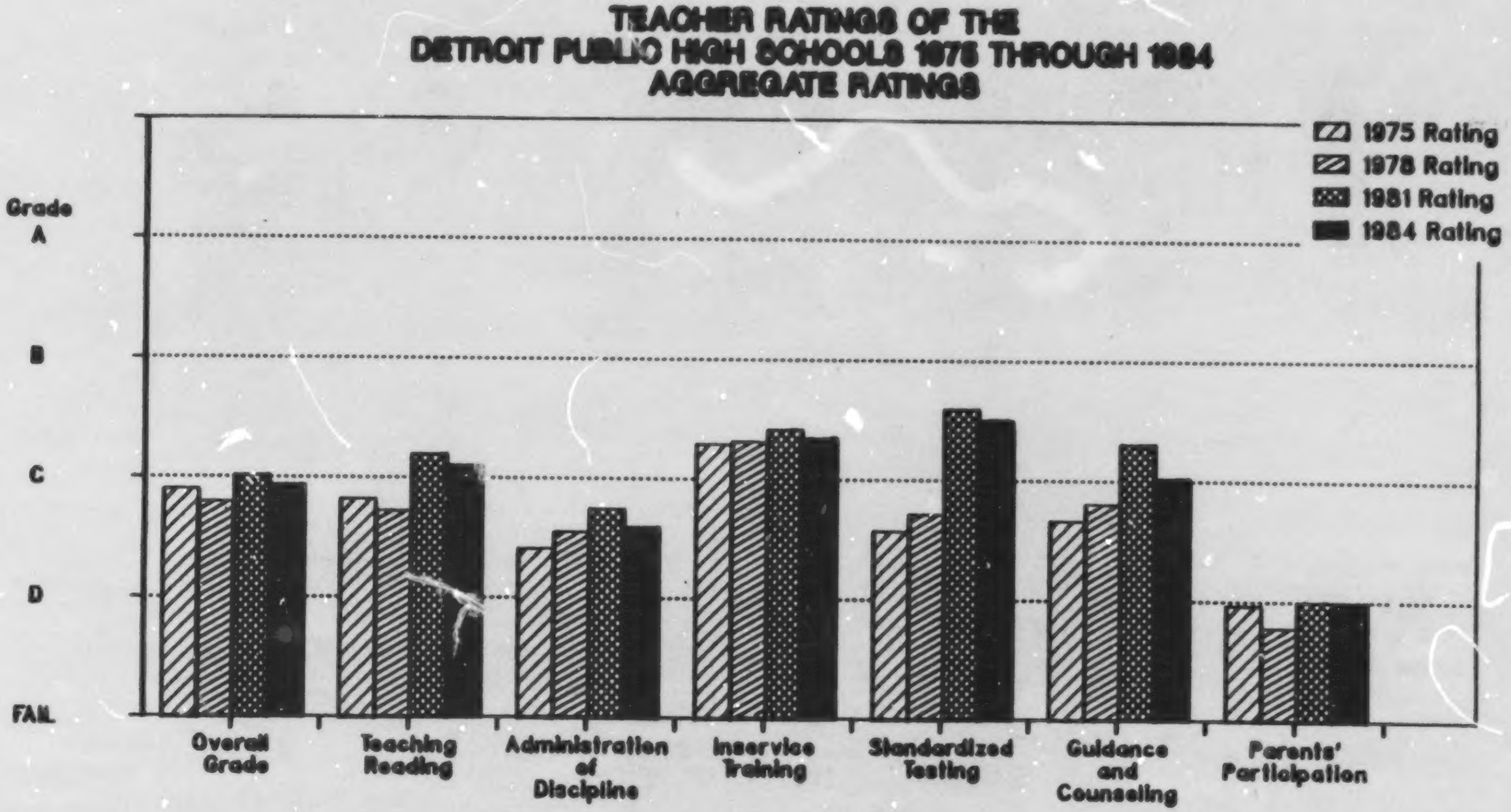
---

[a] Pursuant to Act 48 of the Public Acts of Michigan (1970), the Detroit district was decentralized into eight semi-autonomous regions, which included elementary, middle and high schools. In 1981, voters in Detroit approved a ballot proposal to recentralize the school district. In September 1982, high schools were reorganized under one division. Tables have been organized to reflect the regional division of schools; for example, Murray-Wright, Northeastern and Northern were assigned to Region 1.

TEACHER AND COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984 AGGREGATE RATINGS



Assessment of Individual School's Delivery of Court-Ordered Programs--Part III



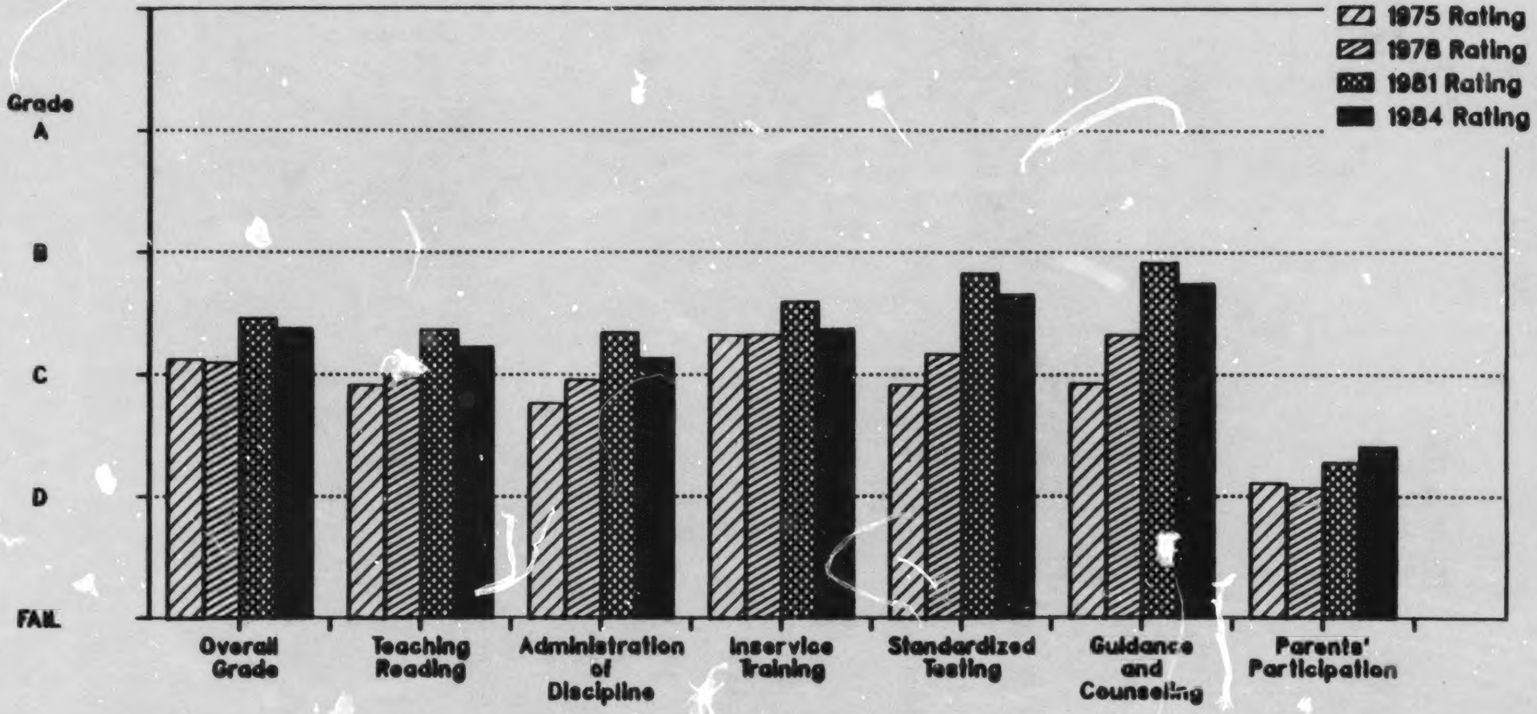
Assessment of Individual School's Delivery of Court-Ordered Programs--Part III

E-1-3

U.S. DISTRICT COURT MONITORING COMMISSION
1984 DETROIT HIGH SCHOOL PROFILES

E-1-4

COUNSELOR RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975 THROUGH 1984
AGGREGATE RATINGS



Assessment of Individual School's Delivery of
Court-Ordered Programs--Part III

Other data depict the salient issue of attrition from the Detroit public high schools, highlighted by the graph on the cover of this report. These data indicate that the school system continues to experience extraordinary losses from regular day school programs, although there does appear to be a gradual and continuing improvement in high school retention. Of those students who do graduate, between 20 and [illegible] percent graduate without the school system's proficiency endorsement on their diplomas. Another issue with which the district must contend is the age distribution of its high school population: in 1982, for example, 20.5 percent of the grade 9 students were 16 years of age or older.

Part 2: Achievement

The data displayed here highlight the continuing apparent improvement in high school student achievement. For example, while only 51 percent of grade 10 students tested in 1980 received "acceptable" scores on state-mandated reading tests,[b] approximately 61 percent of those tested received "acceptable" scores in 1983. (Although MEAP data are included from years prior to 1980, readers are cautioned that the tests were revised in 19[illegible] and longitudinal comparisons to earlier years may not be appropriate.)

These data also highlight the fact that not all Detroit high schools test a sufficient proportion of their students. This failure means that assertions about improvements in achievement cannot be made without qualification: based on the district's inability to test sufficient numbers of its students, it cannot be inferred that student achievement is improving at the high school level.

Another tempering issue is that the district now reports less information to the general public about the achievement levels of its students. No longer are data reported for individual high schools to indicate the proportion of students achieving below average, average, and above average in comparison to national norms groups. This, coupled with the fact that the district changed its standardized achievement tests during the course of the court order, makes it difficult to make longitudinal comparisons.

Also included in this portion of the report are longitudinal data regarding the achievement of Detroit public high school students on the American College Testing Program (ACT) tests. While these tests are not taken by all high school students, generally, because many colleges require these tests as part of their admissions criteria, college-bound students are encouraged to take these tests before graduation from high school. These test data indicate that Detroit's scores are below the national average for college-bound youth and that they declined during the course of the court's desegregation order (from 1974 through 1980) and have now apparently leveled off some 5 points below national averages. Also included are data reflecting the self-reported grade point averages of Detroit's students taking the ACT tests each year.

---

[b] The Michigan Department of Education considers that a student has achieved an "acceptable" score if he achieves at least 75 percent of the tests' objectives.

Finally, this portion of the report also reports data for two years indicating the numbers and percents of students who were not promoted. These data illustrate that nonpromotions are a more obvious occurrence at the high school level. This helps to explain the bulge that occurs in grade 9 in the graph reported on the cover of this report, that is, the apparent increase in high school population from grade 8 to grade 9 is due, in part, to the retention of students in the 9th grade.

Part 3: Attendance

This portion of the report highlights data concerning attendance in the Detroit public high schools. Some of these data highlight the fact that many of Detroit's high school students attend school but not all of their classes. This phenomenon of "in-school truancy" has been a concern reported consistently by the commission's Student Code Subcommittee. Attendance data compiled by the commission show that high school attendance has improved only slightly from 72 percent in 1979 to approximately 75 percent in 1984, although not all high schools have registered consistent improvement.

These data also illustrate that high school student attendance is lowest for grade 9 students and increases in each grade. While attendance varies only slightly by day of the week, there are larger differences depending on the time of day: first and last period attendance (65 and 69 percent) are much lower than attendance during third period (74 percent), which has typically functioned as the high schools' "record hour." Finally, there are also data illustrating the differential attendance by academic department.

Part 4: Discipline

The data compiled and reported in this portion of the report have been derived from disciplinary reports required of the Detroit Board of Education by the U.S. District Court desegregation order. Pursuant to court order, these disciplinary reports were submitted to the Monitoring Commission at the close of each semester.

These discipline data illustrate wide differences among the Detroit public high schools in the number of reported disciplinary actions. The commission has consistently reported that not all disciplinary actions are reported, either by oversight, error, or apparent deliberate action.

These data indicate that the rates of exclusion and suspension have increased: from 19 students excluded per hundred in 1978-79 to 50 students excluded per hundred in 1983-84; and 3 students suspended per hundred in 1978-79 to 6 students suspended per hundred in 1983-84. Again there are wide differences among the high schools: several schools have rates which exceed or are below the city-wide average by from 50 to 100 percent.

Available data also demonstrate the likelihood with which students face minor disciplinary sanctions for violations constituting illegal behavior. For example, during 1983-84, there were 250 times more exclusions than suspensions in King High School compared to Southwestern for similar violations of the court-ordered Student Code of Conduct.

Other data illustrate that only students found guilty of assault, battery, and possession of weapons have been recommended for expulsion, although the court-ordered code authorizes, and Board policy mandates, the consideration of expulsion for other offenses. During 1983-84, while 692 students were excluded from school for up to 5 days and 859 students were involuntarily transferred to another school for assault, battery or possession of weapons, only 48 students were expelled. (Only 4 of these students were expelled from Detroit schools permanently; others were allowed to return to regular day school or to other schools in the district.)

Regarding the overall level of disciplinary activity in the district, these data illustrate that there were 10,579 exclusions and 1,527 suspensions in 1978-79, and these numbers rose to 26,382 exclusions and 2,724 suspensions in 1980-81; by 1983-84 total exclusions had declined to 24,917 and suspensions had increased to 2,947. Correcting for school membership, it appears that while the exclusion rate has now leveled off at approximately 50 per 100 students in membership, the suspension rate has been increasing and in 1983-84 it had reached approximately 6 students per 100 in membership. Because disciplinary actions resulting in expulsions have been a relatively new phenomenom in the Detroit Public Schools, it has not been possible to trace trends other than to note that while each year there has been a modest increase in the number of students recommended for expulsion (48 in 1983-84), the number of disciplinary violations in the high schools that could be characterized as "violent" has each year exceeded 2,000 (2,289 in 1983-84).

Finally, data are included that illustrate differences in the way individual high schools discipline students for truancy violations (class skipping rather than all-day absences). During both 1980-81 and 1983-84 the differences among the high schools were extreme: Renaissance High School's truancy exclusion rate was lowest during both years (2.3 and 2.2 per 100 students); two high schools (Ford and King) had rates exceeding 60 per 100 students; and while 4 high schools in 1980-81 and 5 schools in 1983-84 had truancy suspension rates that were less than 1 student per 100 in membership, one high school in each year (King in 1980-81 and Northwestern in 1983-84) had truancy suspension rates of approximately 7 per 100 students in membership. These data also illustrate that in some high schools students who are truant from class face a greater likelihood of being suspended rather than excluded: for example, in 1983-84 while 7 high schools recorded one suspension for every 10 or fewer exclusions, in two high schools there was only one recorded suspension for every 70 or more exclusions.

Part 5: Class Size

This portion of the commission's report traces changes in the average size of classes in the Detroit public high schools from 1975 through 1984. Data offer comparisons for individual high schools and high schools within regions.

These tables illustrate that the average high school class size has been declining steadily since 1975, from a high of 31.5 in the fall of 1975 to a low of 28.5 in the fall of 1983. These data also show that with considerable consistency average class size in the high schools actually declines from each fall semester to the following spring semester. Class size in the Detroit high schools then increases from spring to fall semesters.

Data are also displayed to illustrate differences in the average class size for different curricular departments: foreign language and vocational departments typically have smaller classes than do other departments--fewer than 25 students per class in these two departments compared to more than 27 students per class in other subject areas.

Part 6: Counseling

Tables in this portion of the report summarize some of the extensive survey data collected by the commission from Detroit high schools' counseling staffs. These data address several of the issues consistently identified by the commission: the inappropriate involvement of counselors in administering student discipline and in attendance record-keeping; the availability of clerical services as required and funded under the court's orders; and the degree to which counselors are able to provide counseling services to high school students.

There was a dramatic change in the involvement of counselors in both attendance record-keeping and the administration of discipline: in 1978-79, 94 percent of the counselors who responded to the commission's survey[c] reported some involvement in attendance; by the following school year the percentage had dropped to 64 percent, where it has remained through 1983-84; and while 64 percent of the counselors reported some involvement in the administration of discipline in 1978-79, in the following year this percentage dropped to 13 percent, fluctuating in subsequent years to as high as 26 percent and now down to 15 percent in 1983-84.

While counselors have consistently reported that clerical services are provided (except in isolated cases), the trend has been that such services have declined in both availability and adequacy: approximately 95 percent of counselors who responded to commission surveys have each year reported that clerical services have been provided to them; however, while approximately 77 percent of the counselors reported that these services were readily available to them and 60 percent characterized the services as adequate in 1978-79, by 1983-84 only 55 percent reported that services were readily available and only 45 percent characterized these services as adequate.

Out of the eleven counseling activities listed on the commission's survey questionnaire, the one most often selected by Detroit public high school counselors as their primary activity was "counsel students individually and in small groups." In each year since 1980-81, the first ranked activity of counselors has been "individual/group counseling," and on the average this accounts for approximately 50 percent of the counselors' time.[d] The percent naming "individual/group counseling" as their primary activity has declined from approximately 82 percent to approximately 70 percent. In each year the percent of counselors naming attendance record-keeping as their primary activity has increased: from 3.3 percent in 1980-81 to 13.2 percent in 1983-84. Attendance is now the second ranked primary activity of Detroit's high school counselors, and it is ranked high by others as their secondary or tertiary activity.

---

[c] The commission administered annual surveys to all Detroit public high school counselors and counseling department heads. The average return rate for these questionnaires exceeded 80 percent.

Similarly, counselors also report that their secondary and tertiary activities are "consultation" and "career guidance," accounting for, on the average, approximately 20 percent and 15 percent of the counselors' time. Again, both attendance and discipline are identified by some counselors as activities that consume much of their work day.

In summary, Detroit high school counselors reported that (a) they spent less time in individual counseling in 1983-84 than they reported in 1980-81; (b) during this same period, the time they spent in attendance record-keeping increased sharply; and (c) they spent much less time on matters relating to the administration of student discipline.

Part 7: Vocational Education

This portion of the report displays data for 1978-79 and 1980-81 indicating the extent to which students in Detroit's high schools had opportunities to participate in vocational education classes and programs of study. Generally, these data indicate that opportunities for participation declined from 1978-79 to 1980-81: not only was there a larger percentage decline in the number of classes than there was in membership, there was an even larger decline in the number of students taking vocational education classes. And commission-administered surveys show that vocational teachers also rated student opportunities as declining, but relatively satisfactory, although there were some high schools which these teachers rated as relatively strong in the opportunities they provide for students to participate in the vocational education program.

This portion of the report also provides some data regarding the Detroit area vocational-technical centers, which were constructed pursuant to the court's desegregation order. The information displayed here illustrates that although the 1975 court order envisioned that all five area centers would be in operation by 1978 with an enrollment of approximately 10,000 students, it was not until 1982-83 that all centers were in operation, and their 1983-84 enrollment was 3,555. The initial projection of 10,000 students was revised downward in 1978 to 6,630; in 1982-83 operating capacity was set at 5,084; in 1983-84 it was revised to 5,032; and in 1984-85 it was again revised to 4,892. Based on the most recent capacity figure, the Detroit area centers are operating at only 73 percent of capacity, and since 1982-83 this percentage has remained relatively constant. However, if capacity is held constant at the 1982-83 level, in 1984-85 the centers show a decline to 70 percent of capacity.

---

[d] Interviews with counselors and their written comments indicate that many Detroit counselors spend much of this time with students who have attendance or disciplinary problems, and they complain that much of this time is also spent correcting student schedules, computer errors, and student alpha lists.

Membership in area center programs is typically male: almost 50 percent more males than females attend Detroit's area center programs, although women do outnumber men in the health-related programs offered at the Crockett center. The area centers' membership has been approximately 90 percent black, and this closely approximates the racial make-up of the Detroit high schools.

Part 8: Bilingual Education

The one table in this part of the report illustrates some of the differences among the high schools in 1980-81 in the provision of special services to students identified as eligible for bilingual education. Typically, students were enrolled from a variety of different language backgrounds, and services were not provided in their native languages. (see Section B above for more current information)

Part 9: Criteria-Based Indices

As explained above in Section A, and as illustrated in Section C, the commission undertook a school-by-school assessment to determine the extent to which the court-ordered, quality education components were being implemented and the extent to which their intended benefits were being passed on to students. This portion of the report displays these criteria-based assessment indices in such a way that individual high schools can be compared. Indices have been derived to illustrate compliance in the Bilingual Education, Counseling and Career Guidance, In-Service Training, Vocational Education, School-Community Relations, Student Code, Reading, and Testing components. A summary table displays overall indices indicating (a) the ability of each high school to provide responses to the commission's criteria-based assessment, (b) the adequacy of each school's responses to the criteria being measured, and (c) an assessment of each school's compliance with specific criteria. These tables illustrate the relative successes of the Detroit public high schools in their implementation of the various court-ordered programs, designed by the school system to remedy the effects of past segregation.

These indices show wide diversity in the degree to which local school administrators were able to document implementation of the various elements of the court-ordered components. Index I (ability to provide responses) scores ranged from .41 to .99 on a scale of possible scores of -1.00 (unable to respond) to +1.00 (able to respond). Index II (adequacy of responses) scores ranged from .31 to .84 on a similar scale of possible scores ranging from -1.00 (inadequate responses) to +1.00 (adequate responses). While these first two scores measured primarily administrative compliance with the commission's inquiries, and evidence of initial efforts to implement particular segments of the court-ordered programs, Index III was viewed as a measure of the schools' relative success in passing along the intended benefits of the programs to students. High schools' Index III scores ranged from -.09 to .54 on a scale of -1.00 (does not meet specific criteria) to +1.00 (meets specific criteria).

Of the court-ordered components assessed in the Detroit public high schools in 1981,[e] Bilingual Education received the lowest Index III assessment: it was assessed at -.02 on the scale of -1.00 to +1.00. Student Code followed with an Index III of .06. While Vocational Education (.23), School-Community Relations (.25), and Reading (.26) achieved similar Index III assessments, the Counseling component received the highest assessment (.44).[f]

---

[e] The court's remedial guidelines desegregated high schools, to the extent possible, through changes in school feeder patterns. Consequently, the Pupil Reassignment component was not assessed for this high school study. The Cocurricular Activities component, although part of the court's 1975 desegregation order, was never funded nor implemented by the Detroit Board of Education.

[f] Index III assessments were not derived for either the Inservice Training or the Testing components. No criteria were applied to the Inservice component because no evidence was available to assess the results of inservice training. The final stages of implementation of the Testing component were under the control of central administration, and it was judged inappropriate to attribute this index to local high schools.

SECTION E INDEX

PAGE

OVERVIEW of SECTION E E-i-1

CHART i.1 : Teacher and counselor ratings of the Detroit public high schools, 1975 through 1984, aggregate ratings E-i-2

CHART i.2 : Teacher ratings of the Detroit public high schools, 1975 through 1984, aggregate ratings E-i-3

CHART i.3 : Counselor ratings of the Detroit public high schools, 1975 through 1984, aggregate ratings E-i-4

PART 1: MEMBERSHIP AND ENROLLMENT

CHART 1.1 : Student attrition from the Detroit public high schools, regular day school programs, as illustrated by the progress of graduating cohorts, 1980 through 1985 . . . . E-1-1

TABLE 1.1 : Building membership and percentage black, Detroit public high schools, 1975-76 through 1983-84 . . . . . E-1-3

TABLE 1.2 : Grade to grade retention, numbers of graduates and numbers passing the high school proficiency exam, Detroit public high schools, regular day school programs, June 1981 graduating cohort E-1-4

TABLE 1.3 : Grade to grade retention, numbers of graduates and numbers passing the high school proficiency exam, Detroit public high schools, regular day school programs, June 1982 graduating cohort E-1-5

TABLE 1.4 : Grade to grade retention, numbers of graduates and numbers passing the high school proficiency exam, Detroit public high schools, regular day school programs, June 1983 graduating cohort E-1-6

TABLE 1.5 : Grade to grade retention, numbers of graduates and numbers passing the high school proficiency exam, Detroit public high schools, regular day school programs, June 1984 graduating cohort E-1-7

TABLE 1.6 : 1982 age distribution of Detroit public high school students E-1-8

TABLE 1.7 : Detroit public high school fall 1982 gross enrollments by age and grade level E-1-9

PAGE

TABLE 1.8 : Trends in poverty indices for Detroit public high schools, 1980-81 to 1983-84 . . . . E-1-10

PART 2: ACHIEVEMENT

TABLE 2.1 : Percents of grade 10 students in each of four categories of achievement on the Michigan Educational Assessment Program reading tests, Detroit public high schools, 1979-80 through 1983-84 . . . . E-2-1

TABLE 2.2 : Numbers and percents of Detroit public high school grade 10 students tested for the Michigan Educational Assessment Program (MEAP), 1980-81 . . . . E-2-2

TABLE 2.3 : Numbers and percents of Detroit public high school students tested for the Michigan Educational Assessment Program (MEAP), by 4th Friday membership and MEAP school identification data, 1981-82 . . . . E-2-3

TABLE 2.4 : Numbers and percents of Detroit public high school students tested for the Michigan Educational Assessment Program (MEAP), by 4th Friday membership and MEAP school identification data, 1983-84 . . . . E-2-4

TABLE 2.5 : Percents of Detroit public high school grade 12 students tested and percents passing none, one, two, and three areas of the Detroit High School Proficiency Exam, May 1981 . . . . E-2-5

TABLE 2.6 : Numbers and percents of Detroit public high school grade 11 students tested on the California Achievement Tests (CAT), 1978-79, 1980-81, and 1982-83 . . . . E-2-6

TABLE 2.7 : Percents of Detroit public high school students in various grade point average (GPA) categories, compared to mean ACT test scores, 1974-75 to 1983-84 . . . . E-2-7

TABLE 2.8 : Numbers and percents of Detroit public high school students in various test score intervals on the ACT Assessment Test, 1974-75 to 1983-84 . . . . E-2-8

TABLE 2.9 : Comparison of ACT assessment scores and self-reported high school grades, by subject, for students reporting college prep curriculum, Detroit public high schools, 1982-83 . . . . E-2-9

PAGE

TABLE 2.10: ACT composite assessment test scores and self-reported high school grade point averages, Detroit public high schools compared to national averages for college bound students, 1974-75 to 1983-84 . . . . E-2-10

TABLE 2.11: Numbers and percents of nonpromotions in the Detroit Public Schools by grade level and region for 1981-82 . . . . E-2-11

TABLE 2.12: Numbers and percents of nonpromotions in the Detroit Public Schools by grade level and region for 1982-83 . . . . E-2-12

PART 3: ATTENDANCE

TABLE 3.1 : Average classroom attendance for Detroit public high schools, 1978-79, 1980-81, and 1983-84 . . . . . . E-3-1

TABLE 3.2 : Average English department classroom attendance for selected Detroit public high schools, by grade (showing membership), day of week, and class period, 1980-81 . . . . E-3-2

TABLE 3.3 : Average English department classroom attendance for selected Detroit public high schools, by grade (showing membership), day of week, and class period, 1983-84 . . . . E-3-3

TABLE 3.4 : Average classroom attendance by department for Detroit public high schools, grades 9-12, 1980-81 . . . E-3-4

TABLE 3.5 : Mean classroom attendance by department for Detroit public high schools, grades 9-12, 1983-84 . . . . E-3-5

TABLE 3.6 : Average record period and classroom attendance for Detroit public high schools, 1978-79 and 1980-81 . . . E-3-6

PART 4: DISCIPLINE

TABLE 4.1 : Rates of exclusions and suspensions per 100 students in membership, indexed to the city-wide average, Detroit public high schools, 1978-79, 1980-81, and 1983-84 . . . . E-4-1

TABLE 4.2 : Rankings of Detroit public high schools, by ratios of exclusions to suspensions for selected offenses constituting illegal behavior E-4-2

PAGE

TABLE 4.3 : Comparison of numbers of expulsions and suspensions for offenses constituting illegal behavior, Detroit public high schools, 1983-84 . . . . E-4-3

TABLE 4.4 : Numbers and means of exclusions and suspensions for illegal behavior and general prohibited behavior, Detroit public high schools, 1980-81 . . . . E-4-4

TABLE 4.5 : Numbers of exclusions and suspensions for illegal behavior and general prohibited behavior, Detroit public high schools, 1981-82 . . . . E-4-5

TABLE 4.6 : Numbers of exclusions and suspensions for illegal behavior and general prohibited behavior, Detroit public high schools, 1983-84 . . . . E-4-6

TABLE 4.7 : Numbers of exclusions and suspensions for selected violations constituting illegal behavior, Detroit public high schools, 1981-82 . . . . E-4-7

TABLE 4.8 : Numbers of exclusions and suspensions for selected violations constituting illegal behavior, Detroit public high schools, 1983-84 . . . . E-4-8

TABLE 4.9 : Numbers of exclusions and suspensions for selected offenses constituting illegal behavior, Detroit public high schools, 1980-81 and 1983-84 . . . . E-4-9

TABLE 4.10: Exclusion rate and suspension rate per 100 students in membership, compared to school membership and numbers of exclusions and suspensions, Detroit public high schools, ranked by membership, 1978-79 . . . . . . E-4-10

TABLE 4.11: Exclusion rate and suspension rate per 100 students in membership, compared to school membership and numbers of exclusions and suspensions, Detroit public high schools, ranked by membership, 1980-81 . . . . . . E-4-11

TABLE 4.12: Exclusion rate and suspension rate per 100 students in membership, compared to school membership and numbers of exclusions and suspensions, Detroit public high schools, ranked by membership, 1983-84 . . . . . . E-4-12

TABLE 4.13: Number of exclusions and suspensions for truancy and average record period and classroom attendance for Detroit public high schools, 1980-81 . . . . E-4-13

TABLE 4.14: Numbers and means of exclusions and of students excluded, Detroit public high schools, 1978-79 and 1980-81 . . . . E-4-14

PAGE

TABLE 4.15: Number of exclusions and suspensions for truancy, exclusion and suspension rates for truancy per 100 students in membership, and ratios of exclusions to suspensions for truancy, Detroit public high schools, 1980-81 and 1983-84 . . . . E-4-15

PART 5: CLASS SIZE

TABLE 5.1 : Median and mean sizes of Detroit public high school classes, by fall and spring semesters, 1975 to 1984 . . . . E-5-1

TABLE 5.2 : Median and mean sizes of Detroit public high school classes, fall and spring semesters, by region, 1975 to 1984 . . . . E-5-2

TABLE 5.3 : Numbers of Detroit public high school classes by class size intervals and subject areas, March 1978 . . . . E-5-3

TABLE 5.4 : Numbers of Detroit public high school classes by class size intervals and subject areas, March 1981 . . . . E-5-4

TABLE 5.5 : Numbers of Detroit Public high school classes by class size intervals and subject areas, April 1984 . . . . E-5-5

TABLE 5.6 : Numbers of Detroit public high school classes by class size intervals, March 1979 . . . . E-5-6

TABLE 5.7 : Numbers of Detroit public high school classes by class size intervals, March 1981 . . . . E-5-7

TABLE 5.8 : Numbers of Detroit public high school classes by class size intervals, April 1984 . . . . E-5-8

PART 6: COUNSELING

TABLE 6.1 : Trends in the inappropriate involvement of Detroit public high school counselors in attendance record-keeping and the administration of student discipline, 1978-79 to 1983-84 . . . . E-6-1

TABLE 6.2 : Trends in the availability and adequacy of clerical services available to Detroit public high school counselors, 1979-80 to 1983-84 . . . . E-6-2

PAGE

TABLE 6.3 : Trends in primary activities of high school counselors, ranked by frequency of mention, Detroit public high schools, 1980-81, 1982-83, and 1983-84 . . E-6-3

TABLE 6.4 : Trends in secondary activities of high school counselors, ranked by frequency of mention, Detroit public high schools, 1980-81, 1982-83, and 1983-84 . . E-6-4

TABLE 6.5 : Trends in tertiary activities of high school counselors, ranked by frequency of mention, Detroit public high schools, 1980-81, 1982-83, and 1983-84 . . E-6-5

PART 7: VOCATIONAL EDUCATION

TABLE 7.1 : Summary—numbers of vocational and business education classes and pupil contacts, and percentage change compared to the 4th Friday membership, Detroit public high schools, 1978-79 and 1980-81 . . . . E-7-1

TABLE 7.2 : Numbers of vocational education classes and pupil contacts, and percentage change compared to 4th Friday membership, Detroit public high schools, 1978-79 and 1980-81 . . . . E-7-2

TABLE 7.3 : Numbers of business education classes and pupil contacts, and percentage change compared to 4th Friday membership, Detroit public high schools, 1978-79 and 1980-81 . . . . E-7-3

TABLE 7.4 : Summary—indices of opportunities for participation in prevocational, vocational and cooperative education programs, Detroit public high schools, 1978-79 and 1980-81 . . . . E-7-4

TABLE 7.5 : Business education—indices of opportunities for participation in prevocational, vocational and cooperative education programs, Detroit public high schools, 1978-79 and 1980-81 . . . . E-7-5

TABLE 7.6 : Trade and industrial education—indices of opportunities for participation in prevocational, vocational and cooperative education programs, Detroit public high schools, 1978-79 and 1980-81 . . . E-7-6

TABLE 7.7 : Home economics (wage and non-wage)--indices of opportunities for participation in prevocational, vocational and cooperative education programs, Detroit public high schools, 1978-79 and 1980-81 . . . E-7-7

PAGE

TABLE 7.8 : Advisory committee and occupational committee meetings by semester, Detroit area vocational-technical centers, 1983-84 . . . . E-7-8

TABLE 7.9 : Area vocational-technical center enrollments and capacity, Detroit Public Schools, 1980-81 to 1983-84 . . . . E-7-9

TABLE 7.10: Area vocational-technical center enrollments, by sex and percent black, Detroit Public Schools, 1982-83 to 1984-85 . . . . E-7-10

TABLE 7.11: Job placements of Detroit area vocational-technical center students, by related employment and as a percent of students available for placement, for the period beginning June 1983 and ending March 1984 . . . . E-7-11

PART 8: BILINGUAL EDUCATION

TABLE 8.1 : Numbers of instructional staff, students identified as eligible for bilingual instruction, and type of services provided, for Detroit public high schools reporting data, 1980-81 . . . . E-8-1

PART 9: CRITERIA-BASED INDICES

TABLE 9.1 : Comparison of criteria-based assessment indices of the Detroit public high schools, summary scores, 1980-81 . . . . E-9-1

TABLE 9.2 : Comparison of criteria-based assessment indices of the Detroit public high schools, Bilingual Education component, 1980-81 . . . . E-9-2

TABLE 9.3 : Comparison of criteria-based assessment indices of the Detroit public high schools, Counseling and Career Guidance component, 1980-81 . . . . E-9-3

TABLE 9.4: Comparison of criteria-based assessment indices of the Detroit public high schools, In-Service Training component, 1980-81 . . . . E-9-4

TABLE 9.5: Comparison of criteria-based assessment indices of the Detroit public high schools, Vocational Education component, 1980-81. . . . . E-9-5

PAGE

TABLE 9.6: Comparison of criteria-based assessment indices of the Detroit public high schools, School-Community Relations component, 1980-81 . . . . E-9-6

TABLE 9.7: Comparison of criteria-based assessment indices of the Detroit public high schools, Student Code component, 1980-81 . . . . E-9-7

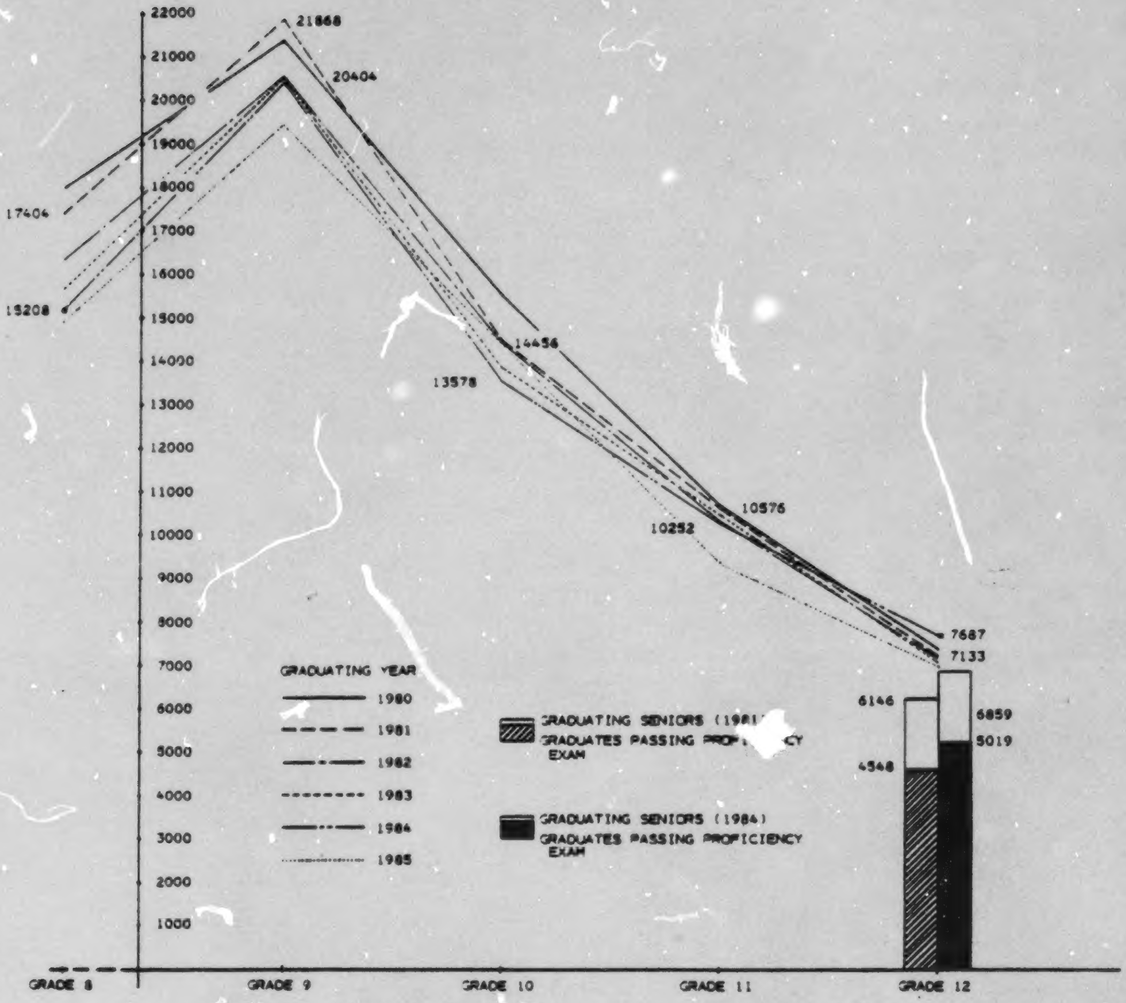
TABLE 9.8: Comparison of criteria-based assessment indices of the Detroit public high schools, Reading component, 1980-81 . . . . E-9-8

TABLE 9.9: Comparison of criteria-based assessment indices of the Detroit public high schools, Testing component, 1980-81 . . . . E-9-9

518

PART 1: MEMBERSHIP AND ENROLLMENT

CHART 1.1: STUDENT ATTRITION FROM THE DETROIT PUBLIC HIGH SCHOOLS, REGULAR DAY SCHOOL PROGRAMS, AS ILLUSTRATED BY THE PROGRESS OF GRADUATING COHORTS, 1980 GRADUATES THROUGH 1985 GRADUATES[a]



---

* *"Graduating seniors" reports the numbers of students graduated from regular, day high school programs (including Davis Center) in June 1981 and June 1984. Other students who graduated from evening and summer school programs are not reported here, and are not counted in these membership figures.*

** *Graduates passing all three sections of the Detroit High School Proficiency Examination receive a special endorsement on their diplomas.*

[a] Student attrition charts the grade-to-grade membership over succeeding years for cohorts of students, beginning in grade 8 through graduation five years later. For example, assuming normal grade progression, the 1984 graduating cohort would have been in grade 8 in 1979-80. This chart also displays the number of graduating seniors, and the number of graduates passing the district's High School Proficiency Exam, for 1980-81 (1981 graduating cohort) and 1983-84 (1984 graduating cohort). (see also Tables 1.2 through 1.5 below)

TABLE 1.1: BUILDING MEMBERSHIP AND PERCENTAGE BLACK,[a] DETROIT PUBLIC HIGH SCHOOLS, 1975-76 THROUGH 1983-84

SCHOOL	1975-76[b]	(%)	1976-77	(%)	1977-78	(%)	1978-79	(%)	1979-80	(%)	1980-81	(%)	1981-82	(%)	1982-83	(%)	1983-84	(%)
MURRAY-WRIGHT	2381	99.0%	2500	98.7%	2754	98.5%	3090	98.7%	3004	97.9%	2559	97.9%	2566	97.4%	2322	97.0%	2256	98.0%
NORTHEASTERN[c]	1568	82.0	1518	95.7	1437	95.2	1349	95.3	1377	94.4	1229	96.2	1025	96.1	**		**	
NORTHERN	1632	99.3	1638	99.3	1475	99.5	1425	99.8	1227	99.5	1266	99.4	1181	99.3	1349	98.8	1286	99.5
CHADSEY	1725	63.0	1594	64.3	1337	65.2	1721	69.4	1613	62.6	1593	68.4	1541	68.9	1470	67.1	1527	65.2
NORTHWESTERN	2621	99.9	2672	100.0	2286	99.9	2091	99.8	2006	99.7	2058	99.6	2135	99.4	2105	99.3	1926	99.6
SOUTHWESTERN	2082	63.0	2009	64.2	1965	61.4	1904	53.9	1784	60.0	1628	50.4	1619	56.3	1542	47.0	1785	46.2
WESTERN	1552	44.0	2107	45.5	1961	45.2	1798	45.8	1665	38.3	1527	39.4	1448	40.3	1373	40.9	1315	39.5
CODY	3283	36.7	4054	44.9	3788	56.5	3351	57.3	3205	61.5	3106	77.8	3067	83.8	3029	86.2	3144	88.7
MACKENZIE	2818	99.6	2990	99.9	2864	99.8	2757	99.9	2546	99.8	2512	99.6	2281	99.7	2356	99.4	2492	99.8
COOLEY	3764	99.7	3321	99.6	3161	99.4	3117	99.3	3238	99.0	3553	99.2	3835	99.1	3600	99.0	3383	99.3
FORD	2520	62.4	3231	68.5	3229	83.7	3441	87.6	3297	91.5	3087	94.1	2956	95.0	2808	96.4	2963	89.7
REDFORD	3325	32.6	3938	43.7	3731	58.3	3491	70.2	3130	73.0	3125	82.3	3045	85.2	3100	89.1	3098	91.5
CENTRAL	1701	100.0	2663	100.0	2554	100.0	2353	99.7	2436	99.6	2409	99.8	2387	99.9	2576	99.7	2482	99.9
MUMFORD	2566	99.9	3141	99.9	3016	99.8	2378	99.7	2351	99.8	2269	99.7	2464	99.7	2390	99.8	2354	100.0
OSBORN	2786	41.8	2949	54.8	2741	65.1	2621	71.8	2826	75.3	3019	79.1	2898	79.4	2778	80.3	3027	82.7
PERSHING	2491	81.8	2629	88.7	2435	80.6	2393	86.1	2427	87.4	2477	86.4	2540	88.0	2690	86.0	2459	89.5
DENBY	2874	33.9	2937	46.1	2452	58.7	2277	68.1	2359	72.2	2408	76.5	2333	80.2	2335	83.8	2362	85.0
FINNEY	2576	54.4	2610	57.0	2294	62.8	2205	67.4	2161	69.0	2185	73.5	2201	76.0	2253	78.4	2741	83.3
KETTERING	1931	99.8	2648	99.9	2453	99.7	2226	99.6	2325	99.1	2270	99.4	2189	98.7	2397	99.1	2517	99.2
KING	1596	99.8	1715	100.0	1681	99.6	1804	99.5	1680	98.9	1671	98.9	1529	98.9	1851	99.0	1754	98.5
SOUTHEASTERN	2374	99.1	2448	99.1	2421	99.2	2341	98.5	2082	98.9	1803	98.6	1789	98.3	1653	98.2	1512	98.4
CASS TECH	4524	90.0	4402	81.5	4305	84.7	3701	84.5	3318	84.4	3223	86.7	3299	89.5	3386	89.4	3363	89.4
RENAISSANCE[d]	**		**		**		401	79.8	552	78.8	753	78.8	753	80.3	776	79.9	759	78.9
DAVIS (AERO MECH)	341	31.4	326	39.3	310	43.2	267	43.1	204	46.6	195	56.4	173	58.4	194	58.8	184	71.7
TOTAL	55031	71.3%	60048	77.7%	56750	81.8%	54502	83.9%	52813	86.7%	51919	87.1%	51254	88.3%	50333	88.9%	50149	89.1%

[a] Building membership and percentage black excludes grade 9 students assigned to feeder middle schools who attend certain high schools beginning with grade 10. They are based on the district's "Racial-Ethnic Distributions of Students" for each of the listed years.

[b] The court order requiring reorganization of schools was implemented in January 1976 requiring the assignment of grade 9 students to high schools. These students were not counted in the official 4th Friday count as high school students.

[c] Northeastern High School closed at the conclusion of the 1981-82 school year.

[d] Renaissance High School opened in 1978-79 with grades 9 and 10, after which one grade per year was added.

BEST COPY

TABLE 1.2: GRADE TO GRADE RETENTION,[a] NUMBERS OF GRADUATES AND NUMBERS PASSING THE HIGH SCHOOL PROFICIENCY EXAM,[b] DETROIT PUBLIC HIGH SCHOOLS, REGULAR DAY SCHOOL PROGRAMS, JUNE 1981 GRADUATING COHORT

SCHOOL	GRADE 9	GRADE 10		GRADE 11		GRADE 12		GRADUATES			[illegible]		
	1977-78	1978-79	(%)	1979-80	(%)	1980-81	(%)	1980-81	(%)	% 9TH	1980-81	(%)	% 9TH
MURRAY-WRIGHT	1126	894	79%	682	76%	511	75%	447	87%	40%	286	64%	25%
NORTHEASTERN[c]	650	408	63	302	74	170	56	130	76	20	79	61	12
NORTHERN	400	423	106	286	68	228	80	133	58	33	78	59	20
CHADSEY[d]	410	372	91	296	80	215	73	168	78	41	119	71	29
NORTHWESTERN	865	486	56	344	71	218	63	175	80	20	124	71	14
SOUTHWESTERN	780	440	56	286	65	228	80	179	79	23	136	76	17
WESTERN	796	410	52	257	63	175	68	154	88	19	105	68	13
CODY	1385	830	60	891	107	470	53	333	71	24	243	73	18
MACKENZIE	1148	711	62	480	68	346	72	267	77	23	170	64	15
COOLEY[e]	1465	943	64	607	64	460	76	349	76	24	254	73	17
FORD	1251	1058	85	757	72	441	58	390	88	31	266	68	21
REDFORD	1419	895	63	605	68	429	71	337	79	24	273	81	19
CENTRAL	1071	638	60	466	73	247	53	252	102	24	177	70	17
MUMFORD[f]	1078	759	70	576	76	377	65	388	103	36	269	69	25
OSBORN[g]	1026	741	72	520	70	285	55	302	106	29	231	76	23
PERSHING	976	581	60	489	84	274	56	280	104	29	187	67	19
DENBY	981	511	52	347	68	216	62	227	105	23	167	74	17
FINNEY	927	558	60	357	64	195	55	144	74	16	123	85	13
KETTERING	1079	587	54	409	70	302	74	150	50	14	102	68	9
KING	789	471	60	263	56	202	77	268	133	34	158	59	20
SOUTHEASTERN	1132	662	58	452	68	218	48	205	94	18	138	67	12
CASS TECH	1114	774	69	748	97	755	101	705	93	63	705	100	63
RENAISSANCE[h]	—	181	—	149	82	139	93	136	98	75	135	99	75
DAVIS (AERO MECH)[i]	—	123	—	66	54	32	48	25	78	20	23	92	19
TOTAL	21868	14456	66%	10635	74%	7133	67%	6146	86%	28%	4548	74%	21%

---

[a] Membership is reported as a percent of prior year membership; graduates and graduates passing the Detroit High School Proficiency exam are also reported as a percentage of grade 9 membership. School membership is based on the district's corrected 4th Friday membership report, published in the spring of each year. It includes grade 9 students assigned to feeder middle schools who attend certain high schools beginning with grade 10. (see notes below)

[b] Graduates with endorsed diplomas have passed the district's High School Proficiency Examination in reading, writing, and mathematics.

[c] Northeastern High School grade 9 enrollment includes 169 9th graders from Knudsen Middle School.

[d] In 1977-78, 410 grade 9 students were housed in Munger Middle School adjacent to Chadsey High School.

[e] Cooley High School grade 9 enrollment includes 342 9th graders from Post Middle School.

[f] Mumford High School grade 9 enrollment includes 285 9th graders from Hampton Middle School.

[g] Osborn High School grade 9 enrollment includes 130 9th graders from Farwell Middle School.

[h] Renaissance High School opened in 1978 with 9th and 10th grade classes of 281 and 181 students.

[i] Davis (Aero Mechanics High School) does not operate a grade 9 program.

TABLE 1.3: GRADE TO GRADE RETENTION,[a] NUMBERS OF GRADUATES AND NUMBERS PASSING THE HIGH SCHOOL PROFICIENCY EXAM,[b] DETROIT PUBLIC HIGH SCHOOLS, REGULAR DAY SCHOOL PROGRAMS, JUNE 1982 GRADUATING COHORT

	GRADE 9	GRADE 10		GRADE 11		GRADE 12		GRADUATES[c]			HSPT[c]		
	1978–79	1979–80	(%)	1980–81	(%)	1981–82	(%)	1981–82	(%)	% 9TH	1981–82	(%)	% 9TH
MURRAY-WRIGHT	1214	936	77%	739	81%	634	84%						
NORTHEASTERN[d]	526	400	76	282	71	175	62						
NORTHERN	364	352	97	269	76	190	71						
CHADSEY	609	490	80	335	68	247	74						
NORTHWESTERN	816	427	52	387	91	230	59						
SOUTHWESTERN	796	444	56	297	67	218	73						
WESTERN	792	427	54	2[illegible]4	59	166	65						
CODY	1175	1030	88	647	63	310	48						
MACKENZIE	1034	712	69	421	59	328	78						
COOLEY[e]	1322	790	60	551	70	485	88						
FORD	1018	841	83	690	82	459	67						
REDFORD	1444	780	54	564	72	371	66						
CENTRAL	867	660	76	468	71	286	61						
MUMFORD[f]	1046	933	89	758	81	515	68						
OSBORN[g]	1089	681	63	521	77	261	50						
PERSHING	739	673	91	478	71	346	72						
DENBY	1017	518	51	353	68	241	68						
FINNEY	838	418	50	309	74	210	68						
KETTERING	817	614	75	401	65	268	67						
KING	791	411	52	240	58	144	60						
SOUTHEASTERN	967	584	60	330	57	180	55						
CASS TECH	1140	912	80	740	81	680	92						
RENAISSANCE	218	201	92	182	91	160	88						
DAVIS (AERO MECH)[h]	—	98	—	66	67	16	24						
TOTAL	20639	14334	69%	10302	72%	7120	69%						

[a] School membership is based on the district's corrected 4th Friday membership report, published in the spring of each year. (see footnote a to Table 1.1 above)

[b] Graduates with endorsed diplomas have passed the district's High School Proficiency Examination in reading, writing, and mathematics.

[c] Available data are unreliable and therefore not reported here.

[d] Northeastern High School grade 9 enrollment includes 146 9th graders from Knudsen Middle School.

[e] Cooley High School grade 9 enrollment includes 311 9th graders from Post Middle School.

[f] Mumford High School grade 9 enrollment includes 395 9th graders from Beaubien and 27[illegible] from Hampton Middle Schools.

[g] Osborn High School grade 9 enrollment includes 174 9th graders from Farwell Middle School.

[h] Davis (Aero Mechanics High School) does not operate a grade 9 program.

9/84 Monitoring Commission

TABLE 1.4: GRADE TO GRADE RETENTION,[a] NUMBERS OF GRADUATES AND NUMBERS PASSING THE HIGH SCHOOL PROFICIENCY EXAM,[b] DETROIT PUBLIC HIGH SCHOOLS, REGULAR DAY SCHOOL PROGRAMS, JUNE 1983 GRADUATING COHORT

	GRADE 9	GRADE 10		GRADE 11		GRADE 12		GRADUATES			HSPE		
SCHOOL	1979-80	1980-81	(%)	1981-82	(%)	1982-83	(%)	1982-83	(%)	% 9TH	1982-83	(%)	% 9TH
MURRAY-WRIGHT	837	683	82%	597	87%	467	78%	441	94%	53%	357	81%	43%
NORTHEASTERN[c]	581	363	62	267	74	*	*	*	*	*	*	*	*
NORTHERN	378	344	91	240	70	248	103	175	71	46	104	59	28
CHADSEY	556	433	78	329	76	243	74	221	91	40	152	69	27
NORTHWESTERN	969	514	53	381	74	199	52	216	109	22	141	65	15
SOUTHWESTERN	793	439	55	319	73	241	76	222	92	28	161	73	20
WESTERN	721	398	55	260	65	153	59	177	116	25	110	62	15
CODY	1076	958	89	848	89	486	57	363	75	34	274	75	25
MACKENZIE	913	658	72	419	64	297	71	303	102	33	214	71	23
COOLEY	1271	922	73	653	71	554	85	517	93	41	399	77	31
FORD	1200	813	68	620	76	368	59	445	121	37	361	81	30
REDFORD	1222	798	65	446	56	311	70	329	106	27	244	74	20
CENTRAL	901	622	69	472	76	326	69	305	94	34	200	66	22
MUMFORD[d]	1265	876	69	788	90	526	67	413	79	33	333	81	26
OSBORN[e]	1163	708	61	557	79	386	69	392	102	34	297	76	26
PERSHING	848	606	71	511	84	308	60	265	86	31	194	73	23
DENBY	1153	614	53	425	69	227	53	258	118	23	176	66	15
FINNEY	988	520	33	330	63	200	61	251	126	25	186	74	19
KETTERING	907	577	64	406	70	295	73	303	103	33	214	71	24
KING	782	358	46	227	63	195	86	156	80	20	116	74	15
SOUTHEASTERN	837	499	60	337	68	195	58	216	111	26	162	75	19
CASS TECH	856	852	100	758	89	688	91	677	98	79	668	99	78
RENAISSANCE	202	201	100	180	90	172	96	168	98	83	167	99	83
DAVIS (AERO MECH)[f]	—	97	—	59	61	23	39	38	165	39	33	87	34
TOTAL	20419	13853	68%	10429	75%	7108	68%	6461	97%	34%	5263	77%	26%

[a] School membership is based on the district's corrected 4th Friday membership, published in the spring of each year. (see footnote a to Table 1.2 above)

[b] Graduates with endorsed diplomas have passed the district's High School Proficiency Examination in reading, writing, and mathematics.

[c] Northeastern High School closed at the end of the 1981-82 school year. Its students were reassigned to Northern, and Murray-Wright High Schools. Northeastern's grade 9 enrollment includes 124 9th grade students from [illegible] Middle School.

[d] Mumford High School grade 9 enrollment includes 369 9th graders from Beaubien, 236 from Hampton and 311 from Post Middle Schools.

[e] Osborn High School grade 9 enrollment includes 174 9th graders from Farwell Middle School.

[f] Davis (Aero Mechanics High School) does not operate a grade 9 program.

TABLE 1.5: GRADE TO GRADE RETENTION,[a] NUMBERS OF GRADUATES AND NUMBERS PASSING THE HIGH SCHOOL PROFICIENCY EXAM,[b] DETROIT PUBLIC HIGH SCHOOLS, REGULAR DAY SCHOOL PROGRAMS, JUNE 1984 GRADUATING COHORT

	GRADE 9	GRADE 10		GRADE 11		GRADE 12		GRADUATES			HSPE		
SCHOOL	1980-81	1981-82	(%)	1982-83	(%)	1983-84	(%)	1983-84	(%)	% 9TH	1983-84	(%)	% 9TH
MURRAY-WRIGHT	516	497	96%	469	94%	281	60%	326	116%	63%	235	72%	46%
NORTHEASTERN[c]	513	350	68	*	*	*	*	*	*	*	*	*	*
NORTHERN	408	348	85	312	90	243	78	156	64	38	110	71	27
CHADSEY	574	397	69	327	82	285	87	254	89	44	175	69	30
NORTHWESTERN	890	500	56	366	73	220	60	205	93	23	142	69	16
SOUTHWESTERN	628	406	65	307	76	227	74	190	84	30	130	68	21
WESTERN	669	401	60	263	66	221	84	201	91	30	181	90	27
CODY	904	843	93	650	77	497	76	381	77	42	285	75	32
MACKENZIE	992	567	57	415	73	365	88	307	84	31	192	63	19
COOLEY	1558	1039	67	596	57	586	98	490	84	31	369	75	24
FORD	1036	724	69	560	77	349	62	367	105	35	270	74	26
REDFORD	1272	770	61	615	80	450	73	367	82	29	266	72	21
CENTRAL	1007	676	67	597	88	415	70	352	85	35	239	68	24
MUMFORD[d]	1151	868	75	710	82	568	80	469	83	41	353	75	31
OSBORN	1440	724	50	543	75	405	75	411	101	29	259	63	18
PERSHING	1036	884	85	713	81	332	47	292	88	28	181	62	17
DENBY	1152	567	49	423	75	356	84	327	92	28	215	66	19
FINNEY	1058	496	47	398	80	304	76	246	81	23	154	63	15
KETTERING	933	558	60	414	74	286	69	313	109	34	212	68	23
KING	797	375	47	322	86	247	77	232	94	29	148	64	19
SOUTHEASTERN	743	465	63	362	78	249	69	188	76	25	131	70	18
CASS TECH	876	832	95	646	78	604	93	587	97	67	583	99	67
RENAISSANCE	231	193	84	179	93	158	88	159	101	69	159	100	69
DAVIS (AERO MECH)[e]	--	98	--	65	66	39	60	39	100	40	30	77	31
TOTAL	20404	13578	67%	10252	76%	7687	75%	6859	89%	34%	5019	73%	25%

[a] School membership is based on the district's corrected 4th Friday membership, published in the spring of each year. (see footnote a to Table 1.2 above)

[b] Graduates with endorsed diplomas have passed the district's High School Proficiency Examination in reading, writing, and mathematics.

[c] Northeastern High School closed at the end of the 1981-82 school year. Its students were reassigned to Northern and Murray-Wright High Schools. Northeastern's grade 9 enrollment includes 99 9th graders from Knudsen Middle School.

[d] Mumford High School 9th grade enrollment includes 381 9th graders from Beaubien, 284 from Hampton, and 281 from Post Middle Schools.

[e] Davis (Aero Mechanics High School) does not operate a grade 9 program.

9/84 Monitoring Commission

BEST COPY

TABLE 1.6: 1982 AGE DISTRIBUTION OF DETROIT PUBLIC HIGH SCHOOL STUDENTS

AGE[a]	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
>19 YRS	.2%	.8%	2.6%	6.7%	1.8%
>18 YRS	1.1%	4.6%	13.0%	30.4%	8.7%
>17 YRS	5.8%	17.5%	44.7%	97.0%	30.1%
>16 YRS	20.5%	49.3%	98.0%	99.6%	55.7%
>15 YRS	51.4%	98.6%	99.8%	99.8%	81.7%
>14 YRS	98.7%	99.9%	99.9%	99.8%	99.4%

[a] Age entries should be read as "greater than or equal to. . . ."

Note: Percents do not sum to 100 due to rounding.

SOURCE: Detroit Public Schools data.

TABLE 1.7: DETROIT PUBLIC HIGH SCHOOL FALL 1982 GROSS ENROLLMENTS[a] BY AGE AND GRADE LEVEL

AGE	GRADE 9	(%)	GRADE 10	(%)	GRADE 11	(%)	GRADE 12	(%)	TOTAL
22	0		18		29		12		59
21	6		16		18		38		78
20	37		75		144		351	1%	607
19	160		444	1%	1101	2%	1951	6%	3656
18	771	1%	2698	4%	5124	10%	8363	24%	16956
17	4299	5%	9259	13%	15659	32%	23529	67%	52746
16	13260	15%	22632	32%	26278	53%	922	3%	63092
15	28036	31%	35064	49%	901	2%	49		64050
14	42861	47%	920	1%	35		33		43849
13	1095	1%	27		13		14		1149
12	22		3		0		0		25
11	0		0		0		0		0
OTHER	73		56		33		39		201
TOTALS	90620		71212		49335		35301		246468

[a] "Gross enrollments" is the duplicated count of students in individual classes, that is, students are counted more than once, depending on the number of classes in which they are enrolled.

SOURCE: Detroit Public Schools data.

TABLE 1.8: TRENDS IN POVERTY INDICES[a] FOR DETROIT PUBLIC HIGH SCHOOLS, 1980-81 TO 1983-84

SCHOOL	1980-81	1981-82	1982-83	1983-84
MURRAY-WRIGHT	25.43	n/a	42.48	42.48
NORTHEASTERN[b]	27.41	n/a	**	**
NORTHERN	25.28	n/a	43.10	43.10
CHADSEY	18.65	n/a	29.35	29.35
NORTHWESTERN	24.07	n/a	36.67	36.67
SOUTHWESTERN	16.34	n/a	26.82	26.82
WESTERN	20.49	n/a	33.61	33.61
CODY	12.76	n/a	21.17	21.17
MACKENZIE	21.99	n/a	27.98	27.98
COOLEY	20.94	n/a	27.79	27.79
FORD	8.9	n/a	12.08	12.08
REDFORD	10.74	n/a	14.24	14.24
CENTRAL	20.68	n/a	36.18	36.18
MUMFORD	12.05	n/a	16.68	16.68
OSBORN	12.66	n/a	21.41	21.41
PERSHING	16.18	n/a	22.01	22.01
DENBY	13.38	n/a	22.69	22.69
FINNEY	14.68	n/a	24.13	24.13
KETTERING	23.39	n/a	37.42	37.42
KING	23.42	n/a	38.49	38.49
SOUTHEASTERN	25.77	n/a	41.33	41.33
CASS TECH[c]	16.58	n/a	24.81	24.84
RENAISSANCE[c]	12.87	n/a	19.49	19.49
DAVIS (AERO MECH)[c]	n/a	n/a	23.82	n/a
AVERAGE	n/a	n/a	n/a	n/a

[a] The poverty index is a weighted composite of the 1970 and 1980 census poverty percentages and the latest percent of AFDC recipients living in the school area, as calculated by the Detroit Public Schools. High values for this index reflect higher percentages of either or both measures.

[b] Northeastern High School closed at the conclusion of the 1981-82 school year.

[c] Cass Technical, Renaissance, and Davis are city-wide schools, and attending students may not be from these schools' immediate geographic area.

PART 2: ACHIEVEMENT

TABLE 2.1: PERCENTS OF GRADE 10 STUDENTS IN EACH OF FOUR CATEGORIES OF ACHIEVEMENT ON THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM READING TESTS, DETROIT PUBLIC HIGH SCHOOLS, 1979-80 THROUGH 1983-84[a]

	CATEGORIES OF ACHIEVEMENT[b]																			
	1 (0-24%)					2 (25-49%)					3 (50-75%)					4 (75-100%)				
SCHOOL	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983
MURRAY-WRIGHT	5.2%	1.2%	1.2%	.7%	1.0%	17.2%	11.9%	15.7%	9.3%	8.9%	38.6%	27.3%	20.9%	21.1%	25.3%	39.1%	59.7%	54.2%	68.9%	64.8%
NORTHEASTERN[c]	18.8	4.4	**	**	**	22.6	29.4	**	**	**	38.5	30.7	**	**	**	20.2	35.5	**	**	**
NORTHERN	11.0	4.7	4.8	2.6	2.1	24.1	27.3	25.2	12.0	14.3	37.3	32.7	32.4	34.3	33.8	27.6	35.3	37.6	51.1	49.8
CHADSEY	14.1	6.4	4.3	3.7	7.2	22.4	17.8	13.9	13.9	14.1	34.6	28.9	21.4	19.3	26.9	28.8	46.9	60.4	63.1	51.8
NORTHWESTERN	11.4	6.1	3.8	2.4	2.4	23.2	20.3	19.4	11.2	10.1	33.3	28.7	24.5	24.2	25.4	32.1	44.9	52.3	62.2	62.1
SOUTHWESTERN	8.5	4.3	6.7	3.1	2.4	19.8	15.6	17.6	12.6	11.8	31.7	27.2	25.7	23.7	16.4	39.9	52.9	50.0	60.6	69.4
WESTERN	13.9	5.4	2.4	2.5	2.5	19.7	18.0	15.9	19.8	19.5	28.8	26.5	22.6	29.5	19.9	37.6	50.2	59.1	48.2	58.1
CODY	9.7	6.8	3.1	5.1	3.5	19.0	21.5	15.9	15.2	14.8	31.6	26.2	24.9	27.5	27.9	39.7	45.5	56.2	52.2	53.8
MACKENZIE	20.3	8.4	8.1	6.7	6.7	28.5	23.4	20.2	16.9	12.9	28.1	28.5	25.9	25.1	22.6	23.1	39.7	45.8	51.3	57.8
COOLEY	10.3	4.1	3.5	2.7	2.6	18.2	17.4	17.1	10.9	9.7	33.5	29.3	25.8	22.6	23.4	38.0	49.2	53.5	63.8	64.3
FORD	9.6	4.5	2.4	6.8	1.9	18.3	15.9	22.2	25.8	13.2	30.4	26.5	26.3	27.4	26.4	41.6	53.1	49.2	40.0	58.4
REDFORD	19.2	12.3	2.3	1.9	2.5	16.7	16.2	17.5	13.0	15.6	28.5	26.1	24.8	27.5	28.6	35.5	45.4	55.4	57.6	53.3
CENTRAL	17.3	5.7	2.9	1.8	2.5	20.5	20.3	16.3	12.1	14.1	33.8	26.4	28.6	25.8	25.3	28.3	47.6	52.1	60.3	58.1
MUMFORD	15.1	5.1	2.2	1.2	.7	21.3	16.4	16.2	10.8	8.6	29.5	28.7	25.5	22.2	22.9	34.1	49.7	56.1	65.8	67.9
OSBORN	10.6	3.6	5.7	2.6	3.4	19.8	15.2	19.5	16.2	17.8	30.8	25.0	24.7	26.1	24.1	38.7	56.2	50.1	55.2	59.7
PERSHING	15.6	10.1	7.2	9.7	5.2	20.8	22.8	21.3	25.4	20.1	31.0	30.2	23.8	24.7	23.2	32.7	36.9	47.7	40.2	51.5
DENBY	13.4	3.6	2.4	3.2	5.0	14.2	15.3	18.0	14.6	15.1	30.1	26.4	24.7	26.9	24.4	42.4	54.8	54.9	55.3	55.6
FINNEY	10.1	4.4	2.8	6.4	4.5	14.1	16.7	17.8	16.8	17.9	27.4	27.5	28.4	28.4	28.3	48.4	51.4	51.0	48.5	49.3
KETTERING	25.2	8.9	6.7	3.4	2.9	21.2	23.5	17.7	16.5	19.5	29.6	29.9	30.1	26.1	30.7	24.0	37.7	45.6	53.9	46.8
KING	35.8	18.2	7.0	2.1	1.6	22.3	22.0	17.0	16.7	8.5	25.3	27.7	31.4	30.1	22.1	16.5	32.1	43.9	51.0	67.8
SOUTHEASTERN	25.5	9.4	6.6	5.6	7.2	22.9	25.7	25.5	21.0	23.2	31.3	27.3	28.4	27.9	29.1	20.3	37.6	39.5	45.5	40.5
CASS TECH	.1	1.9	.0	.1	.0	.9	.1	.1	.1	.1	6.4	2.9	2.5	1.5	1.5	92.6	95.1	97.3	98.3	98.4
RENAISSANCE	.5	.0	.0	.0	.0	.0	.5	.0	.4	.0	.5	.0	1.1	.0	.6	99.0	99.5	98.9	99.6	99.4
DAVIS (AERO MECH)	n/a	4.9	1.5	n/a	.0	n/a	19.5	21.5	n/a	6.8	n/a	19.5	16.9	n/a	20.5	n/a	56.1	60.0	n/a	77.7
DET GRADE 10 MEAN	13.5%	5.9%	3.7%	3.4%	3.0%	18.3%	17.5%	17.0%	14.0%	12.6%	29.1%	25.6%	24.1%	23.4%	22.9%	39.1%	51.0%	55.1%	59.2%	61.5%

[a] The MEAP tests were revised in 1980, and the Michigan Department of Education suggests that longitudinal comparisons be made with care. Also, because proper inferences cannot be made if significant numbers of students are not tested, see Tables 2.2 to 2.4 below for percents of students tested for selected years. For example, during 1983 MEAP testing the percent of grade 10 students tested ranged from 59 percent in King High School to 105 percent in Mackenzie High School. (Greater disparities are evident if 4th Friday membership, instead of MEAP identification data, are used.)

[b] Category 4 (highest) represents attainment of approximately 75% or more of the MEAP objectives; Category 3 represents attainment of approximately 50-75% of the MEAP objectives; Category 2 represents attainment of approximately 25-50% of the MEAP objectives; and Category 1 (lowest) represents attainment of approximately 25% or less of the MEAP objectives. The percents for each school represent the percentage of grade 10 students scoring within each category of achievement.

The Michigan Department of Education considers a school "acceptable" or a "low needs school" when 75% of the students attain 75% of the objectives. Students receive an "acceptable" score if they achieve at least 75% of the tests' objectives.

[c] Northeastern High School closed at the conclusion of the 1981-82 school year.

TABLE 2.2: NUMBERS AND PERCENTS OF DETROIT PUBLIC HIGH SCHOOL GRADE 10 STUDENTS TESTED FOR THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP), 1980-81

SCHOOL	# TESTED	4TH FRIDAY GRADE 10 MEMBERSHIP[a]	% TESTED
MURRAY-WRIGHT	598	682	88%
NORTHEASTERN	293	363	81
NORTHERN	278	344	81
CHADSEY	377	433	87
NORTHWESTERN	508	514	99
SOUTHWESTERN	346	439	79
WESTERN	317	398	80
CODY	805	958	84
MACKENZIE	607	658	92
COOLEY	876	922	95
FORD	691	813	85
REDFORD	648	798	81
CENTRAL	592	622	95
MUMFORD	724	876	83
OSBORN	685	708	97
PERSHING	566	606	93
DENBY	580	614	94
FINNEY	611	520	117
KETTERING	515	577	89
KING	336	358	94
SOUTHEASTERN	436	499	87
CASS	850	852	99
RENAISSANCE	194	201	97
TOTAL/MEAN	12433	13756	90%

---

[a] *Reported 4th Friday grade 10 pupil membership for 1980-81.*

TABLE 2.3: NUMBERS AND PERCENTS OF DETROIT PUBLIC HIGH SCHOOL GRADE 10 STUDENTS TESTED FOR THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP), BY 4TH FRIDAY MEMBERSHIP AND MEAP SCHOOL IDENTIFICATION DATA, 1981-82

SCHOOL	# TESTED	4TH FRIDAY GRADE 10 MEMBERSHIP[a]	% TESTED	MEAP ID GRADE 10 MEMBERSHIP[b]	% TESTED
MURRAY-WRIGHT	408	497	82%	482	85%
NORTHEASTERN	259	350	74	290	89
NORTHERN	250	348	72	305	82
CHADSEY	380	397	96	433	88
NORTHWESTERN	444	500	89	492	90
SOUTHWESTERN	374	406	92	387	97
WESTERN	328	401	82	368	89
CODY	513	843	61	685	75
MACKENZIE	544	567	96	658	83
COOLEY	1003	1039	97	999	100+
FORD	636	724	88	718	89
REDFORD	702	770	91	817	86
CENTRAL	618	676	91	669	92
MUMFORD	679	868	78	686	99
OSBORN	734	724	101	923	80
PERSHING	600	884	68	726	83
DENBY	572	567	101	609	94
FINNEY	574	496	116	627	92
KETTERING	509	558	91	627	81
KING	264	375	70	448	59
SOUTHEASTERN	349	465	75	357	98
CASS	825	832	99	845	98
RENAISSANCE	189	193	98	193	98
TOTAL/MEAN	11754	13480	87%	13344	88%

---

[a] *Reported 4th Friday 10th grade pupil membership for 1981-82.*

[b] *10th grade pupil membership as reported on "School and Grade Identification Sheet" submitted to the Michigan Department of Education for 1981-82 MEAP testing.*

TABLE 2.4: NUMBERS AND PERCENTS OF DETROIT PUBLIC HIGH SCHOOL GRADE 10 STUDENTS TESTED FOR THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP), BY 4TH FRIDAY MEMBERSHIP[a] AND MEAP SCHOOL IDENTIFICATION DATA,[b] 1983-84

		4TH FRIDAY		MEAP ID	
SCHOOL	NUMBER TESTED	GRADE 10 MEMBERSHIP	PERCENT TESTED	GRADE 10 MEMBERSHIP	PERCENT TESTED
MURRAY-WRIGHT	395	546	72%	417	95%
NORTHEASTERN[c]	n/a	n/a	n/a	n/a	n/a
NORTHERN	287	345	83	370	78
CHADSEY	334	315	106	330	101
NORTHWESTERN	421	530	79	446	94
SOUTHWESTERN	375	422	89	463	81
WESTERN	241	341	71	304	79
CODY	650	721	90	707	92
MACKENZIE	570	637	89	542	105 *
COOLEY	695	978	71	847	82
FORD	674	743	91	790	85
REDFORD	591	812	73	868	68
CENTRAL	475	609	78	583	81
MUMFORD	595	809	74	776	77
OSBORN	615	695	88	742	83
PERSHING	462	554	83	649	71
DENBY	484	554	87	514	94
FINNEY	515	279	185 *	545	94
KETTERING	553	687	80	641	86
KING	258	516	50 **	432	60 **
SOUTHEASTERN	322	376	86	363	89
CASS TECH	918	925	99	947	97
RENAISSANCE	169	169	100	171	99
DAVIS (AERO MECH)	44	67	66	58	76
GRADE 10 MEAN	10646	12630	84%	12505	85%

[a] Reported 4th Friday grade 10 pupil membership for the 1983-84 school year.

[b] Grade 10 pupil membership is derived "Students Excluded Report" which summarizes data reported by the district on "School and Grade Identification Sheets" and submitted to the Michigan Department of Education for 1983-84 MEAP testing.

[c] Northeastern High School closed at the conclusion of the 1981-82 school year.

* Largest percentage of students in grade 10 membership tested.

** Smallest percentage of students in grade 10 membership tested.

TABLE 2.5: PERCENTS OF DETROIT PUBLIC HIGH SCHOOL GRADE 12 STUDENTS TESTED AND PERCENTS PASSING NONE, ONE, TWO, AND THREE AREAS OF THE DETROIT HIGH SCHOOL PROFICIENCY EXAM,[a] MAY 1981

				AREAS PASSED			
SCHOOL	GRADE 12 MEMBERSHIP[b]	# TESTED	% TESTED	NONE	ONE	TWO	THREE
MURRAY-WRIGHT	520	504	96.9%	8.1%	11.1%	19.9%	61.3%
NORTHEASTERN	174	167	96.0	12.0	14.4	21.0	52.7
NORTHERN	235	216	91.9	13.4	18.1	25.0	43.5
CHADSEY	215	203	94.4	6.4	8.4	19.2	66.0
NORTHWESTERN	247	241	97.6	5.8	10.8	21.6	61.8
SOUTHWESTERN	214	203	94.9	3.0	11.3	14.8	70.9
WESTERN	178	173	97.2	6.4	8.7	16.2	68.8
CODY	405	382	94.3	5.0	13.1	15.4	66.5
MACKENZIE	317	316	99.7	7.6	14.9	18.4	59.2
COOLEY	519	488	94.0	4.9	6.6	18.9	69.7
FORD	462	457	98.9	2.8	5.7	20.1	71.3
REDFORD	459	445	96.9	2.5	5.8	17.3	74.4
CENTRAL	347	342	98.6	7.0	9.6	17.5	65.8
MUMFORD	435	418	96.1	3.1	7.4	18.4	71.1
OSBORN	349	337	96.6	5.0	4.5	16.9	73.6
PERSHING	394	369	93.7	10.0	14.1	19.5	56.4
DENBY	289	286	99.0	2.4	10.1	15.4	72.0
FINNEY	236	232	98.3	0.9	7.8	10.8	80.6
KETTERING	388	324	83.5	7.7	10.2	22.5	59.6
KING	246	236	95.9	7.6	12.3	15.7	64.4
SOUTHEASTERN	240	234	97.5	7.3	10.7	19.2	62.8
CASS	721	714	99.0	0.0	0.3	0.6	99.2
RENAISSANCE	136	136	100.0	0.0	0.0	0.7	99.3
TOTAL	7726	7423	96.1%	5.0%	8.7%	15.0%	69.8%

[a] *Detroit high school students are required to take the Proficiency Examination for graduation. Students who pass all three areas of the examination receive a special endorsement on their diplomas.*

[b] *"Grade 12 membership" differs from 4th Friday reported membership.*

TABLE 2.6: NUMBERS AND PERCENTS[a] OF DETROIT PUBLIC HIGH SCHOOL GRADE 11 STUDENTS TESTED ON THE CALIFORNIA ACHIEVEMENT TESTS (CAT), 1978-79, 1980-81, AND 1982-83[b]

SCHOOL	1978-79		1980-81		1982-83[b]	
	# TESTED	PERCENT	# TESTED	PERCENT	# TESTED	PERCENT
MURRAY-WRIGHT	456	83%	548	83%		
NORTHEASTERN	169	56	147	73		
NORTHERN	139	41	158	74		
CHADSEY	200	60	263	100		
NORTHWESTERN	244	60	216	99		
SOUTHWESTERN	246	74	222	99		
WESTERN	211	68	102	46		
CODY	507	90	259	91		
MACKENZIE	355	73	345	91		
COOLEY	452	84	309	73		
FORD	435	91	345	74		
REDFORD	458	90	358	83		
CENTRAL	280	60	283	101		
MUMFORD	501	75	345	57		
OSBORN	324	60	223	75		
PERSHING	333	72	257	74		
DENBY	314	86	183	100		
FINNEY	318	75	205	120		
KETTERING	246	59	191	63		
KING	185	66	131	86		
SOUTHEASTERN	280	66	203	107		
CASS	817	93	708	100		
RENAISSANCE	*na*	*na*	161	96		

[a] *Percentage of grade 11 students tested is based on unpublished student membership data which excluded certain students as ineligible for testing, e.g., bilingual students and students previously tested.*

[b] *Data not available.*

TABLE 2.7: PERCENTS OF DETROIT PUBLIC HIGH SCHOOL STUDENTS IN VARIOUS GRADE POINT AVERAGE (GPA) CATEGORIES, COMPARED TO MEAN ACT TEST SCORES, 1974-75 TO 1983-84

YEAR	MEAN GPA	MEAN SCORE	0.00 - 0.49	0.50 - 1.49	1.50 - 2.49	2.50 - 3.49	3.50 - 4.00
1974-75 Nation	2.65 (2.9)	15.1 (18.6)	0%	3%	34%	45%	18%
1975-76 Nation	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1976-77 Nation	2.68 (3.0)	14.0 (18.4)	0%	3%	31%	48%	18%
1977-78 Nation	2.70 (3.0)	13.8 (18.5)	0%	3%	31%	47%	19%
1978-79 Nation	2.68 (3.0)	13.1 (18.6)	0%	3%	30%	50%	17%
1979-80 Nation	2.62 (3.0)	13.3 (18.5)	0%	3%	35%	47%	15%
1980-81 Nation	2.61 (2.9)	12.8 (18.5)	0%	3%	34%	47%	15%
1981-82 Nation	2.61 (3.0)	13.0 (18.4)	0%	3%	34%	49%	14%
1982-83 Nation	2.62 (2.9)	12.9 (18.3)	0%	3%	33%	50%	14%
1983-84 Nation	2.64 (2.9)	13.2 (18.5)	0%	3%	31%	52%	14%

SOURCE: These data are adapted from "The High School Profile Report," published by ACT Research Services, American College Testing Program, for the years listed. (Table 1.3) Students are tested in English, mathematics, social studies, and natural sciences; a "composite" score is calculated from these separate areas and is reported above. ACT scores range from 1 to 36. High school grades are student self-reported.

TABLE 2.8: NUMBERS AND PERCENTS OF DETROIT PUBLIC HIGH SCHOOL STUDENTS IN VARIOUS TEST SCORE INTERVALS ON THE ACT ASSESSMENT TEST, 1974-75 TO 1983-84

YEAR	DETROIT MEAN SCORE	(NATIONAL)	TEST SCORE INTERVALS 1-15	16-20	21-25	26-36
1974-75	15.1	(18.6)	1570	555	435	168
%			57.6%	20.3%	15.9%	6.2%
1975-76	n/a	(n/a)	n/a	n/a	n/a	n/a
%						
1976-77	14.0	(18.4)	2057	614	345	132
%			65.3%	19.5%	11.0%	4.2%
1977-78	13.8	(18.5)	1723	506	255	110
%			66.4%	19.5%	9.8%	4.2%
1978-79	13.1	(18.6)	1632	367	194	62
%			72.4%	16.3%	8.6%	2.7%
1979-80	13.3	(18.5)	2065	602	222	75
%			69.7%	20.3%	7.5%	2.5%
1980-81	12.8	(18.5)	2203	484	245	75
%			73.3%	16.1%	8.1%	2.5%
1981-82	13.0	(18.4)	2150	547	236	71
%			71.6%	18.2%	7.9%	2.4%
1982-83	12.9	(18.3)	1993	547	223	63
%			70.5%	19.4%	7.9%	2.2%
1983-84	13.2	(18.5)	2140	600	279	73
%			69.2%	19.4%	9.0%	2.4%

SOURCE: These data are adapted from "The High School Profile Report," published by ACT Research Services, American College Testing Program, for the years listed. (Table 1.1) Students are tested in English, mathematics, social studies, and natural sciences; a "composite" score is calculated from these separate areas and is reported above. ACT scores range from 1 to 36.

TABLE 2.9: COMPARISON OF ACT ASSESSMENT SCORES AND SELF-REPORTED HIGH SCHOOL GRADES, BY SUBJECT, FOR STUDENTS REPORTING COLLEGE PREP CURRICULUM, DETROIT PUBLIC HIGH SCHOOLS, 1982-83

ACT SCORES	NATIONAL	DET PUBLIC SCHOOLS
ENGLISH	19.3	14.4
MATHEMATICS	19.6	13.2
SOCIAL STUDIES	19.0	13.2
NATURAL SCIENCES	22.7	16.6
ACT COMPOSITE	20.3	14.4

HIGH SCHL GRADES	NATIONAL	DET PUBLIC SCHOOLS
ENGLISH	3.2	3.0
MATHEMATICS	2.9	2.6
SOCIAL STUDIES	3.3	3.0
NATURAL SCIENCES	3.1	2.7
AVERAGE OF 4 GRADES	3.1	2.8
SELF-REPORTED HS AVG	3.1	2.8

SOURCE: These data are adapted from "The High School Profile Report," published by ACT Research Services, American College Testing Program, for 1982-83. (Table 4.4) Students are tested in English, mathematics, social studies, and natural sciences. ACT scores range from 1 to 36. Student high school grades are self-reported.

TABLE 2.10: ACT COMPOSITE ASSESSMENT TEST SCORES AND SELF-REPORTED HIGH SCHOOL GRADE POINT AVERAGES, DETROIT PUBLIC HIGH SCHOOLS COMPARED TO NATIONAL AVERAGES FOR COLLEGE BOUND STUDENTS, 1974-75 TO 1983-84[a]

	NATIONAL		DETROIT			
			OVERALL		COLLEGE PREP[b]	
YEAR	ACT MEAN	GPA MEAN	ACT MEAN	GPA MEAN	ACT MEAN	GPA MEAN
1974-75	18.6	2.9	15.1	2.7	16.7	2.8
1975-76	n/a	n/a	n/a	n/a	n/a	n/a
1976-77	18.4	3.0	14.0	2.7	15.2	2.8
1977-78	18.5	3.0	13.8	2.7	15.1	2.9
1978-79	18.6	3.0	13.1	2.7	14.6	2.8
1979-80	18.5	3.0	13.3	2.6	14.7	2.8
1980-81	18.5	2.9	12.8	2.6	14.2	2.8
1981-82	18.4	3.0	13.0	2.6	14.4	2.8
1982-83	18.3	2.9	12.9	2.6	14.4	2.8
1983-84	18.5	2.9	13.2	2.6	14.9	2.8

[a] These data are adapted from "The High School Profile Report," published by ACT Research Services, American College Testing Program, for each of the listed years. Students are tested in English, mathematics, social studies, and natural sciences; a "composite" score is calculated from these separate areas and is reported above. ACT scores range from 1 to 36.

[b] Adapted from Table 4.4 of "The High School Profile Report," for the listed years. "Overall" indicates the Detroit public high school mean, and "college prep" is according to student self-reported high school curriculum.

TABLE 3.11: NUMBERS AND PERCENTS OF NONPROMOTIONS[a] IN THE DETROIT PUBLIC SCHOOLS BY GRADE LEVEL AND REGION[b] FOR 1981-82

REGION	KINDER	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
REG 1														
MEMBERSHIP	993	1122	1229	1276	1156	1045	1109	1072	944	1265	1035	1065	1029	[illegible]
NONPROMOTE	17	46	136	116	61	42	73	77	40	58	28	12	84	[illegible]
PERCENT	1.7%	4.1%	11.1%	9.1%	5.3%	4.0%	6.6%	7.2%	4.2%	4.6%	2.7%	1.1%	81.6%	5.5%
REG 2														
MEMBERSHIP	2163	2245	2295	2436	2080	2146	2055	1949	1722	2111	1622	1246	1037	[illegible]
NONPROMOTE	37	118	265	218	103	34	95	156	102	291	128	58	43	[illegible]
PERCENT	1.7%	5.3%	11.6%	9.0%	5.0%	1.6%	4.6%	8.0%	5.9%	13.8%	7.9%	4.7%	4.2%	6.6%
REG 3														
MEMBERSHIP	1952	2293	2319	2654	2462	2602	2461	2250	2128	1631	1267	1122	538	[illegible]
NONPROMOTE	28	107	232	172	83	36	167	147	70	332	168	120	30	[illegible]
PERCENT	1.4%	4.7%	10.0%	6.5%	3.4%	1.4%	6.8%	6.5%	3.3%	20.4%	13.3%	10.7%	5.6%	6.6%
REG 4														
MEMBERSHIP	2130	2557	2761	3027	2911	3044	3266	2640	2623	3148	2565	1824	1536	[illegible]
NONPROMOTE	39	199	325	179	111	53	203	137	76	561	325	121	77	[illegible]
PERCENT	1.8%	7.8%	11.8%	5.9%	3.8%	1.7%	6.2%	5.2%	2.9%	17.8%	12.7%	6.6%	5.0%	7.1%
REG 5														
MEMBERSHIP	1617	1910	2011	2197	2241	2336	2192	2144	2092	1968	1565	1264	1095	[illegible]
NONPROMOTE	21	150	186	138	94	74	103	149	82	101	62	40	100	[illegible]
PERCENT	1.3%	7.9%	9.3%	6.3%	4.2%	3.2%	4.7%	7.0%	3.9%	5.1%	4.0%	3.2%	9.1%	5.3%
REG 6														
MEMBERSHIP	2004	2292	2302	2467	2338	2453	2237	2137	2096	1699	1538	1150	836	[illegible]
NONPROMOTE	29	193	307	192	11[illegible]	64	129	87	59	121	66	23	38	[illegible]
PERCENT	1.5%	8.4%	13.3%	7.8%	5.1%	2.6%	5.8%	4.1%	2.8%	7.1%	4.3%	2.0%	4.6%	5.5%
REG 7														
MEMBERSHIP	1498	1592	1760	1759	1701	1711	1546	1466	1321	1614	1097	693	599	[illegible]
NONPROMOTE	46	129	273	130	65	130	145	114	49	416	179	48	39	[illegible]
PERCENT	3.1%	8.1%	15.5%	7.4%	3.8%	7.6%	9.4%	7.8%	3.7%	25.8%	16.3%	6.9%	6.5%	[illegible]
REG 8														
MEMBERSHIP	1660	1730	2020	1958	1826	1732	1746	1607	1540	1957	1487	1049	850	[illegible]
NONPROMOTE	7	77	324	173	103	33	83	98	56	365	178	77	95	[illegible]
PERCENT	.4%	4.5%	16.0%	8.8%	5.6%	1.9%	4.8%	6.1%	3.6%	18.7%	12.0%	7.3%	11.2%	7.9%
CITY-WIDE SCHOOLS														
MEMBERSHIP	91	101	98	62	62	56	62	117	119	1280	1110	994	867	[illegible]
NONPROMOTE		10	7	3	3	1	2	15	14	19	27	2	9	[illegible]
PERCENT		9.9%	7.1%	4.8%	4.8%	1.8%	3.2%	12.8%	11.8%	1.5%	2.4%	.2%	1.0%	2.2%
TOTAL														
MEMBERSHIP	14108	15842	16795	17836	16775	17125	16672	15382	14585	16673	13266	10407	8387	[illegible]
NONPROMOTE	224	1029	2055	1321	741	467	1000	960	548	2264	1161	501	515	[illegible]
PERCENT	1.6%	6.5%	12.2%	7.4%	4.4%	2.7%	6.0%	6.4%	3.8%	13.6%	8.8%	4.8%	6.1%	6.6%

[a] Adapted from Detroit Public Schools data.

[b] The regional governance system was abolished in 1981. High schools were centralized under one division in 1982

TABLE 2.12: NUMBERS AND PERCENTS OF NONPROMOTIONS[a] IN THE DETROIT PUBLIC SCHOOLS BY GRADE LEVEL AND REGION[b] FOR 1982-83

REGION	KINDER	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
REG 1														
MEMBERSHIP	969	979	1147	1122	1148	1044	1052	1070	893	1086	1013	763	703	12989
NONPROMOTE	18	36	165	95	69	34	72	97	37	126	96	100	47	990
PERCENT	1.9%	3.5%	14.4%	8.5%	6.0%	3.3%	6.8%	9.1%	4.1%	11.6%	9.5%	13.1%	6.7%	7.6%
REG 2														
MEMBERSHIP	2038	2037	2213	2113	2137	1907	2053	1973	1707	2065	1486	1121	959	23809
NONPROMOTE	35	96	240	239	95	44	105	180	82	361	222	99	58	1856
PERCENT	1.7%	4.7%	10.8%	11.3%	4.4%	2.3%	5.1%	9.1%	4.8%	17.5%	14.9%	8.8%	6.0%	7.8%
REG 3														
MEMBERSHIP	2002	2033	2283	2202	2416	2327	2593	2364	2026	1754	1266	968	723	24957
NONPROMOTE	22	122	201	185	100	68	159	169	92	270	136	91	20	1635
PERCENT	1.1%	6.0%	8.8%	8.4%	4.1%	2.9%	6.1%	7.1%	4.5%	15.4%	10.7%	9.4%	2.8%	6.6%
REG 4														
MEMBERSHIP	2278	2355	2637	2597	2928	2873	3128	3115	2563	3062	2476	1665	1388	33065
NONPROMOTE	37	188	292	185	132	56	230	159	98	609	454	171	64	2675
PERCENT	1.6%	8.0%	11.1%	7.1%	4.5%	1.9%	7.4%	5.1%	3.8%	19.9%	18.3%	10.3%	4.6%	8.1%
REG 5														
MEMBERSHIP	1583	1780	1866	1876	2060	2156	2306	2127	1994	1780	1472	1192	913	23105
NONPROMOTE	31	129	167	98	93	63	97	116	82	126	125	96	69	1292
PERCENT	2.0%	7.2%	8.9%	5.2%	4.5%	2.9%	4.2%	5.5%	4.1%	7.1%	8.5%	8.1%	7.6%	5.6%
REG 6														
MEMBERSHIP	2098	2234	2279	2224	2323	2301	2387	2203	2038	1978	1396	995	592	25048
NONPROMOTE	43	204	263	198	111	64	127	133	58	378	255	129	41	1984
PERCENT	2.0%	9.1%	10.7%	8.9%	4.8%	2.8%	5.3%	6.0%	2.8%	19.1%	18.3%	13.0%	6.9%	7.9%
REG 7														
MEMBERSHIP	1605	1558	1691	1578	1697	1670	1713	1520	1386	1489	1031	72[illegible]	588	18254
NONPROMOTE	46	149	250	138	84	84	153	102	64	274	150	41	38	1573
PERCENT	2.9%	9.6%	14.8%	8.7%	4.9%	5.0%	8.9%	6.7%	4.6%	18.4%	14.5%	5.6%	6.5%	8.6%
REG 8														
MEMBERSHIP	1606	1599	1851	1646	1765	1712	1706	1565	1409	2317	1462	1016	889	20539
NONPROMOTE	6	59	296	126	50	27	123	89	49	556	275	145	116	1917
PERCENT	.4%	3.7%	16.0%	7.7%	2.8%	1.6%	7.2%	5.7%	3.5%	24.0%	18.8%	14.3%	13.0%	9.3%
CITY-WIDE SCHOOLS														
MEMBERSHIP	242	123	105	105	71	79	83	131	132	1625	1193	913	934	5736
NONPROMOTE	1	4	7	3	1	1	1	20	12	20	22	18	12	122
PERCENT	.4%	3.3%	6.7%	2.9%	1.4%	1.3%	1.2%	15.3%	9.1%	1.2%	1.8%	2.0%	1.3%	2.1%
TOTAL														
MEMBERSHIP	14419	14698	16072	15461	16545	16069	17021	16068	14148	17156	12795	9361	7689	187502
NONPROMOTE	239	985	1861	1267	735	441	1067	1065	574	2720	1735	89[illegible]	465	14066
PERCENT	1.7%	6.7%	11.6%	8.2%	4.4%	2.7%	6.3%	6.6%	4.1%	15.9%	13.6%	9.5%	6.0%	7.5%

[a] Adapted from Detroit Public Schools data.

[b] Although the regional governance system was abolished in 1981, and high schools were centralized under one division in 1982, regional identification was still reported.

TABLE 2.13: DETROIT PUBLIC HIGH SCHOOL GRADE 11 READING ACHIEVEMENT SCORES IN THE CALIFORNIA ACHIEVEMENT TESTS (CAT), IN GRADE EQUIVALENT UNITS AND PERCENTS OF SCORES IN THREE ACHIEVEMENT CATEGORIES, 1978-79, 1980-81 AND 1982-83

SCHOOL	1978-79				1980-81				1982-83[d]			
	PERCENTS OF SCORES[a]			MEAN GRADE EQUIVALENT UNITS[b]	PERCENTS OF SCORES[a]			MEAN GRADE EQUIVALENT UNITS[b]	PERCENTS OF SCORES[a]			MEAN GRADE EQUIVALENT UNITS[b]
	BELOW AVG. (23%)	AVG. (54%)	ABOVE AVG. (23%)		BELOW AVG. (23%)	AVG. (54%)	ABOVE AVG. (23%)		BELOW AVG. (23%)	AVG. (54%)	ABOVE AVG. (23%)	
MURRAY WRIGHT	30%	68%	2%	8.9	28%	69%	3%	9.5				10.0
NORTHEASTERN	49	49	2	8.2	34	62	4	9.3				
NORTHERN	17	76	7	10.5	36	61	3	9.1				9.1
CHADSEY	28	64	8	9.6	32	63	5	9.5				9.6
NORTHWESTERN	39	58	3	8.8	33	65	2	9.0				9.9
SOUTHWESTERN	44	53	3	8.7	43	54	3	8.8				9.7
WESTERN	32	62	6	9.2	26	66	8	9.9				10.0
CODY	29	62	9	9.8	18	74	8	10.1				10.5
MACKENZIE	53	46	1	8.1	35	61	4	9.1				10.2
COOLEY	33	66	1	9.2	31	67	2	9.1				9.1
FORD	23	71	6	10.0	21	70	9	10.0				9.6
REDFORD	28	63	9	9.8	22	67	11	10.2				10.4
CENTRAL	33	64	3	9.4	33	63	4	9.4				9.5
MUMFORD	35	63	2	9.1	34	63	3	9.2				9.9
OSBORN	25	67	8	10.1	28	66	6	9.5				9.9
PERSHING	46	52	2	8.5	31	65	4	9.3				9.3
DENBY	24	68	8	10.0	24	67	9	10.1				9.7
FINNEY	22	67	11	10.2	23	69	8	9.9				9.5
KETTERING	51	47	2	8.2	37	62	1	8.9				9.2
KING	58	40	2	7.9	40	57	3	8.7				9.7
SOUTHEASTERN	50	49	1	8.3	36	60	4	9.2				9.5
CASS	1	71	28	12.3	1	69	30	12.3				12.5
RENAISSANCE	na	na	na	na	0	35	65	12.8				12.7
AVERAGE	32%	61%	7%	9.6	26%	65%	9%	9.9				10.1

[a] By convention, distributions of pupils' scores in the national norms groups are 23% below average, 54% average, and 23% above average.

[b] A grade equivalent of 11.2 indicates achievement typical of pupils in the national norms groups two months through the eleventh grade. The CAT is normed in the seventh month of the school year, and the national mean is 11.7.

[c] Average refers to the percentage of scores of all grade 11 students in the three achievement categories, and the mean of all grade 11 scores in grade equivalent units. In the Detroit Public Schools, grade 11 students may also be in attendance in other special schools not listed in this report.

[d] Beginning with the 1981-82 school year, the Detroit Public Schools stopped reporting the percents of scores in the three achievement categories.

Source: "Summary of Achievement Test Scores," published by the Department of Evaluation and Testing, Detroit Public Schools, for the listed years.

PART 3: ATTENDANCE

TABLE 3.1: AVERAGE CLASSROOM ATTENDANCE[a] FOR DETROIT PUBLIC HIGH SCHOOLS, 1978-79, 1980-81, AND 1983-84

SCHOOL	1979	1981	1984
MURRAY-WRIGHT	80.1%	84.6%	82.2%
NORTHEASTERN[b]	62.8	64.9	**
NORTHERN	64.9	70.9	68.3
CHADSEY	75.5	77.4	79.2
NORTHWESTERN	70.4	71.4	70.9
SOUTHWESTERN	66.1	72.1	69.8
WESTERN	67.1	74.0	[illegible]
CODY	73.9	70.9	[illegible]
MACKENZIE	70.8	68.6	70.0
COOLEY	79.2	78.0	76.6
FORD	76.1	75.6	73.8
REDFORD	65.6	65.6	72.1
CENTRAL	75.7	72.6	72.2
MUMFORD	76.4	79.8	76.9
OSBORN	73.1	72.1	71.7
PERSHING	71.1	68.5	73.8
DENBY	72.3	73.7	72.4
FINNEY	73.8	69.6	72.4
KETTERING	62.3	69.6	75.0
KING	61.0	66.6	68.7
SOUTHEASTERN	73.3	67.7	68.7
CASS TECH	89.6	88.3	90.0
RENAISSANCE[c]	n/a	90.8	90.4
DAVIS (AERO MECH)[c]	n/a	n/a	n/a
CITY AVERAGE	71.9%	73.6%	74.9%

[a] "Classroom attendance," as used in this report, reflects the percentage of students in membership actually attending classes. (Reported for the weeks of 12 March 1979, 27 March 1981, and 2 April 1984.) (see also Table 3.6 below)

[b] Northeastern High School closed at the conclusion of the 1981-82 school year.

[c] Missing data.

TABLE 3.2: AVERAGE ENGLISH DEPARTMENT CLASSROOM ATTENDANCE[a] FOR SELECTED DETROIT PUBLIC HIGH SCHOOLS, BY GRADE (SHOWING MEMBERSHIP),[c] DAY OF WEEK, AND CLASS PERIOD, 1980-81

	GRADE (MEMBERSHIP)				DAY OF WEEK					CLASS PERIOD						
SCHOOL	9TH	10TH	11TH	12TH	M	TU	W	TH	F	1	2	3	4	5	6	7
CENTRAL	69% (1007)	73% (622)	75% (468)	80% (247)	72%	76%	76%	76%	73%	72%	71%	76%	80%	77%	67%	59%
NORTHEASTERN	69 (414)	62 (363)	70 (282)	69 (170)	64	67	75	76	55	70	68	80	67	69	62	66
NORTHERN[b]	68 (400)	67 (344)	71 (269)	71 (228)	69	72	73	73	71	68	75	74	80	*b*	70	66
NORTHWESTERN	65 (890)	76 (514)	76 (387)	82 (218)	71	74	75	75	72	69	78	75	73	70	73	74
SOUTHWESTERN	64 (628)	72 (439)	72 (297)	79 (228)	68	72	73	69	72	70	71	67	72	73	65	68
AVERAGE	67%	70%	73%	76%	69%	72%	74%	74%	68%	70%	72%	74%	74%	73%	68%	67%

---

[a] *See footnote a to Table 3.1 above.*

[b] *Northern High School schedules all students for lunch during 5th period, and students may leave the building.*

[c] *Membership by grade reflects each school's total 4th Friday student membership.*

BEST COPY

TABLE 3.3: AVERAGE ENGLISH DEPARTMENT CLASSROOM ATTENDANCE[a] FOR SELECTED DETROIT PUBLIC HIGH SCHOOLS, BY GRADE (SHOWING MEMBERSHIP),[c] DAY OF WEEK, AND CLASS PERIOD, 1983-84

	GRADE (MEMBERSHIP)				DAY OF WEEK					CLASS PERIOD						
SCHOOL	9TH	10TH	11TH	12TH	MON	TUES	WED	THUR	FRI	1	2	3	4	5	6	7
NORTHERN[b]	64% (339)	64% (345)	73% (255)	80% (243)	68%	69%	72%	71%	70%	67%	72%	78%	64%	--	69%	68%
PERSHING	67 (908)	77 (554)	74 (411)	76 (332)	78	79	79	79	77	68	74	76	80	73	71	66
REDFORD	67 (1261)	70 (812)	75 (411)	77 (450)	71	73	72	72	70	68	74	74	74	73	70	69
SOUTHEASTERN	63 (630)	72 (376)	71 (235)	70 (249)	70	69	67	63	67	60	71	71	66	73	69	73
SOUTHWESTERN	65 (633)	64 (422)	66 (328)	74 (227)	68	69	69	64	68	63	67	68	71	71	64	72
AVERAGE	66%	70%	73%	76%	72%	73%	73%	71%	71%	65%	72%	74%	73%	72%	69%	69%

[a] See footnote a to Table 3.1 above.

[b] Northern High School schedules all students for lunch during 5th period, and students may leave the building. Therefore, attendance is not available for 5th period for this school.

[c] Membership by grade reflects each school's total 4th Friday student building membership. (Membership is displayed to illustrate numbers of students absent from class and school.)

TABLE 3.4: MEAN CLASSROOM ATTENDANCE[a] BY DEPARTMENT FOR DETROIT PUBLIC HIGH SCHOOLS, GRADES 9-12, 1980-81

SCHOOL	ENG.	MATH	SOC. STUD.	SCI.	BUS.	VOC. EDUC.	PHY. EDUC.	ART	MUSIC	CLASS-ROOM[b]	RECORD PERIOD
MURRAY-WRIGHT	84.2%	80.6%	80.2%	85.4%	91.1%	85.0%	90.3%	92.7%	94.8%	84.6%	88.2%
NORTHEASTERN	67.0	64.6	64.1	74.4	68.9	58.2	64.3	52.1	64.6	64.9	76.6
NORTHERN	71.6	67.0	71.1	75.1	77.2	75.5	62.9	71.4	77.2	70.9	81.1
CHADSEY	74.7	73.2	75.6	74.4	74.2	92.2	69.6	77.6	77.0	77.4	88.5
NORTHWESTERN	73.2	67.0	70.7	74.7	73.5	74.4	68.8	74.1	86.1	71.4	91.1
SOUTHWESTERN	70.8	71.6	70.3	74.9	72.8	65.1	76.8	60.5	79.2	72.1	72.6
WESTERN	77.0	69.0	76.6	79.2	77.2	75.1	68.1	71.0	68.5	74.0	82.0
CODY	70.5	71.3	69.5	67.3	75.2	71.0	73.3	73.3	76.8	70.9	69.9
MACKENZIE	71.7	63.0	69.6	62.2	77.0	73.2	65.6	67.3	78.4	68.6	82.9
COOLEY	81.1	78.0	78.9	76.6	79.9	73.6	76.5	73.6	81.9	78.0	82.2
FORD	78.0	74.0	75.5	76.1	76.9	77.0	72.7	70.6	79.6	75.6	85.5
REDFORD	64.0	60.9	70.5	60.4	70.1	66.1	63.9	77.8	79.8	65.6	78.0
CENTRAL	74.3	67.5	71.4	77.0	74.6	78.6	69.3	81.2	68.1	72.6	84.9
MUMFORD	80.2	80.6	79.7	80.5	80.7	76.7	79.8	75.8	83.4	79.8	87.5
OSBORN	72.2	71.1	70.1	76.9	73.9	67.6	73.6	77.3	78.5	72.1	79.1
PERSHING	69.1	62.6	69.0	61.8	71.4	75.4	63.8	67.8	77.8	68.5	76.9
DENBY	71.2	70.9	76.6	67.6	74.6	74.5	79.0	71.2	77.1	73.7	78.8
FINNEY	70.7	68.4	66.5	64.4	75.9	69.6	76.2	71.1	73.2	69.6	75.2
KETTERING	71.3	67.6	69.4	72.7	76.3	72.7	59.0	62.7	60.3	69.6	75.3
KING	60.9	58.7	68.1	67.4	71.2	72.7	72.9	60.8	66.1	66.6	76.4
SOUTHEASTERN	64.1	61.0	63.7	67.6	76.6	80.9	71.7	82.4	75.0	67.7	82.4
CASS TECH	87.9	87.8	87.3	85.7	89.7	89.7	87.6	94.0	92.9	88.3	92.1
RENAISSANCE	90.4	90.2	90.1	91.1	91.1	N/A	93.0	90.6	91.8	90.8	86.8
DAVIS (AERO MECH)[c]											
MEAN	73.7%	70.7%	73.2%	73.6%	77.0%	74.8%	73.0%	73.8%	77.7%	73.6%	81.5%

[a] See footnote a to Table 3.1 above.

[b] Column mean "classroom" attendance (and "record period" attendance) includes classes other than those displayed in this table (e.g. foreign language and ROTC).

[c] Missing data.

TABLE 3.5: MEAN CLASSROOM ATTENDANCE[a] BY DEPARTMENT FOR DETROIT PUBLIC HIGH SCHOOLS, GRADES 9-12, 1983-84

SCHOOL	ENG.	MATH	SOC. STUD.	SCI.	BUS.	VOC. EDUC.	PHY. EDUC.	ART	MUSIC	MEAN[b]	CLASSROOM[b]
MURRAY-WRIGHT	81.8%	82.0%	87.9%	80.7%	84.2%	81.1%	89.1%	76.4%	88.6%	83.8%	82.2%
NORTHEASTERN[c]	**	**	**	**	**	**	**	**	**	**	**
NORTHERN	69.5	66.8	71.5	65.2	66.4	74.6	66.5	d	60.4	68.6	68.3
CHADSEY	78.2	75.8	69.6	76.0	77.3	90.8	82.0	97.1	79.9	78.1	79.2
NORTHWESTERN	72.6	68.8	69.4	74.2	73.7	66.1	70.4	[illegible]	78.2	70.9	70.9
SOUTHWESTERN	67.8	68.7	67.5	68.1	74.9	67.2	68.6	64.3	74.5	68.8	69.8
WESTERN	74.3	70.1	74.1	79.9	74.8	71.1	69.3	62.6	69.2	73.4	74.1
CODY	73.5	74.9	84.9	71.3	75.4	74.9	74.0	60.1	75.9	75.6	73.3
MACKENZIE	73.1	70.1	69.1	70.3	64.8	72.5	70.9	63.1	81.2	70.7	70.0
COOLEY	75.9	76.6	75.3	80.2	77.1	76.7	80.1	64.6	76.9	77.0	76.6
FORD	77.6	65.9	73.6	73.8	75.5	76.8	85.2	62.3	82.3	74.8	73.8
REDFORD	71.9	69.2	75.1	72.0	72.9	73.4	69.3	74.2	73.4	72.2	72.1
CENTRAL	70.4	70.3	71.3	73.9	75.5	79.4	66.8	72.0	71.3	71.1	72.2
MUMFORD	74.6	77.8	73.8	81.7	79.0	78.5	79.9	d	76.6	77.0	76.9
OSBORN	65.9	73.6	70.4	73.9	75.7	61.9	74.9	73.1	68.6	70.5	71.7
PERSHING	73.3	73.0	70.5	73.1	86.4	84.8	68.5	75.7	81.6	74.2	73.8
DENBY	71.3	72.0	78.3	72.9	73.2	70.2	81.0	68.9	72.5	74.1	72.4
FINNEY	74.4	72.1	73.0	72.4	74.3	73.6	71.4	67.4	80.6	73.0	72.4
KETTERING	79.0	80.0	74.8	77.6	70.8	75.7	78.7	75.0	80.2	77.1	75.0
KING	63.1	65.3	67.3	74.3	76.2	66.4	67.0	70.6	72.2	67.5	68.7
SOUTHEASTERN	68.1	64.0	69.2	68.1	68.3	76.1	75.0	80.4	76.3	69.7	68.7
CASS TECH	94.3	88.3	83.3	96.8	91.8	89.8	92.3	87.7	88.9	90.1	90.0
RENAISSANCE	89.2	90.1	90.1	91.1	89.9	n/a	90.7	92.8	90.1	90.3	90.4
DAVIS (AERO MECH)[d]											
MEAN	75.2%	73.8%	74.9%	77.0%	76.4%	75.2%	75.7%	73.0%	78.8%	75.3%	74.9%

---

[a] See footnote a to Table 3.1 above.

[b] Column "mean" attendance differs from "classroom" attendance because the latter includes other classes not displayed in this table (e.g. foreign Language and ROTC).

[c] Northeastern High School closed at the conclusion of the 1981-82 school year.

[d] Missing data.

TABLE 3.6: AVERAGE RECORD PERIOD[a] AND CLASSROOM[b] ATTENDANCE FOR DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

SCHOOL	1978-79 RECORD PERIOD	1978-79 CLASS-ROOM	1978-79 DIFFER-ENCE[c]	1980-81 RECORD PERIOD	1980-81 CLASS-ROOM	1980-81 DIFFER-ENCE[c]
MURRAY-WRIGHT	89.9%	80.1%	9.8%	88.2%	84.6%	3.6%
NORTHEASTERN	77.6	62.8	14.8	76.6	64.9	11.7
NORTHERN	77.0	64.9	12.1	81.1	70.9	10.2
CHADSEY	83.8	75.5	8.3	88.5	77.4	11.1
NORTHWESTERN	83.8	70.4	13.4	91.1	71.4	19.7
SOUTHWESTERN	66.5	66.1	.4	72.6	72.1	.5
WESTERN	82.0	67.1	14.9	82.0	74.0	8.0
CODY	78.7	73.9	4.8	69.9	70.9	-1.0
MACKENZIE	81.5	70.8	10.7	82.9	68.6	14.3
COOLEY	87.8	79.2	8.6	82.2	78.0	4.2
FORD	87.0	76.1	10.9	85.5	75.6	9.9
REDFORD	84.0	65.6	18.4	78.0	65.6	12.4
CENTRAL	84.0	75.7	8.3	84.9	72.6	12.3
MUMFORD	81.3	76.4	4.9	87.5	79.8	7.7
OSBORN	76.0	73.1	2.9	79.1	72.1	7.0
PERSHING	82.6	71.1	11.5	76.9	68.5	8.4
DENBY	83.0	72.3	10.7	78.8	73.7	5.1
FINNEY	81.8	73.8	8.0	75.2	69.6	6.6
KING	81.2	61.0	21.2	76.4	66.6	9.8
KETTERING	81.9	62.3	19.6	75.3	69.6	5.7
SOUTHEASTERN	85.0	73.3	11.7	82.4	67.7	14.7
CASS	93.1	89.6	3.5	92.1	88.3	3.8
RENAISSANCE	*na*	*na*	*na*	86.8	90.8	-4.0
AVERAGE	82.3%	71.9%	10.4%	81.5%	73.6%	7.9%

---

[a] *Record period in Detroit high schools is normally 15 minutes long (at the end of the 2nd hour or beginning of 3rd hour) and records the school's "official" attendance. (Reported for the week of 17 March 1981.)*

[b] *Classroom attendance, as used in this report, reflects the percentage of students in membership actually attending classes. (Reported for the week of 17 March 1981.)*

[c] *The difference between record period attendance and classroom attendance estimates "in-school truancy," that is, the percentage of students attending record period but who are truant from other classes. See discussion above.*

PART 4: DISCIPLINE

TABLE 4.1: RATES[a] OF EXCLUSIONS AND SUSPENSIONS PER 100 STUDENTS IN MEMBERSHIP, INDEXED[b] TO THE CITY-WIDE AVERAGE, DETROIT PUBLIC HIGH SCHOOLS, 1978-79, 1980-81, AND 1983-84

	1978-79				1980-81				1983-84			
	EXCLUSIONS		SUSPENSIONS		EXCLUSIONS		SUSPENSIONS		EXCLUSIONS		SUSPENSIONS	
SCHOOL	RATE	INDEX	RATE	INDEX	RATE	INDEX	RATE	INDEX	RATE	INDEX	RATE	INDEX
CITY-WIDE (INDEX)	19	100	3	100	51	100	5	100	50	100	6	100
CASS TECH	5	26	0	13	17	33	0	8	17	34	0	7
CENTRAL	24	121	2	56	56	110	2	34	31	63	2	29
CHADSEY	12	64	2	62	45	88	3	57	39	79	8	131
CODY	28	144	6	203	48	94	8	158	31	61	8	137
COOLEY	6	30	5	171	36	71	8	146	41	82	8	139
DAVIS (AERO MECH)	5	25	0	13	0	0	0	0	55	111	1	8
DENBY	32	164	2	69	66	130	3	67	60	121	5	88
FINNEY	49	253	6	201	76	150	6	107	57	115	7	126
FORD	21	108	2	80	104	204	6	111	86	173	6	103
KETTERING	18	91	1	51	69	136	7	129	46	93	7	112
KING	121	626	4	137	48	94	3	48	49	98	2	36
MACKENZIE	24	126	3	109	23	45	8	149	58	117	3	62
MUMFORD	0	2	4	144	33	65	6	109	57	114	7	126
MURRAY-WRIGHT	0	0	1	50	51	100	5	101	53	106	6	93
NORTHEASTERN[c]	17	88	3	90	36	70	5	100	**	**	**	**
NORTHERN	1	5	4	130	19	37	7	130	22	45	9	146
NORTHWESTERN	3	15	2	55	56	111	5	90	61	123	11	193
OSBORN	32	167	4	131	51	100	6	109	77	156	6	102
PERSHING	1	7	4	140	56	111	4	73	13	27	5	90
REDFORD	21	108	3	125	60	119	6	122	45	91	8	137
RENAISSANCE	0	3	0	0	13	26	0	3	7	13	0	2
SOUTHEASTERN	1	4	2	58	43	85	3	49	85	172	5	81
SOUTHWESTERN	26	135	1	43	72	141	9	174	83	166	10	184
WESTERN	16	81	3	91	56	110	10	202	75	150	5	92

[a] Rate indicates the number of exclusions or suspensions per 100 students in membership. It is calculated by dividing the total number of disciplinary actions by the number of students in membership and multiplying the result by 100. These rates, therefore, include a factor correcting for the size of these schools. (see also Tables 4.10, 4.11, and 4.12 below)

[b] Index is constructed using the average (mean) disciplinary rate for all Detroit public high schools. It is derived by dividing the calculated disciplinary rate by the Detroit city-wide average rate and multiplying the result by 100. A school's index, therefore, indicates the percent that its rates exceeded or were below the Detroit public high school average.

[c] Northeastern High School closed at the conclusion of the 1981-82 school year.

TABLE 4.2: RANKINGS OF DETROIT PUBLIC HIGH SCHOOLS, BY RATIOS OF EXCLUSIONS TO SUSPENSIONS FOR SELECTED OFFENSES CONSTITUTING ILLEGAL BEHAVIOR,[a] 1983-84

RANK	SCHOOL	RATIO OF EXCLUSIONS:SUSPENSIONS[b]
1	KING	12.58
2	DAVIS (AERO MECH)	9.00
3	CASS TECH	5.25
4	MURRAY-WRIGHT	4.14
5	RENAISSANCE	4.00
6	SOUTHEASTERN	1.89
7	NORTHWESTERN	1.33
8	DENBY	1.20
9	KETTERING	1.16
10	FINNEY	1.14
10	MUMFORD	1.14
11	MACKENZIE	1.10
12	NORTHERN	.68
13	WESTERN	.63
14	REDFORD	.50
15	CODY	.45
16	CENTRAL	.42
17	COOLEY	.29
18	FORD	.27
19	OSBORN	.26
20	PERSHING	.07
21	CHADSEY	.05
21	SOUTHWESTERN	.05
CITY-WIDE		.79

[a] See footnotes a and b to Table 4.4 below. The selected violations—assault, battery, weapons, narcotics, robbery, arson, threats, and false alarms—were chosen for display because these are violations that fall under the Detroit School District's expulsion policy concerning violent and illegal acts. (see also discussion in Section B)

[b] Ratio is calculated by dividing the number of exclusions by the number of suspensions and is therefore an indicator of the liklihood that students will be excluded rather than suspended for similar violations of the court-ordered Uniform Code of Student Conduct. (see also Table 4.3 below for numbers of students expelled for these violations)

TABLE 4.3: COMPARISON OF NUMBERS OF EXPULSIONS TO NUMBERS OF EXCLUSIONS AND SUSPENSIONS[a] FOR OFFENSES CONSTITUTING ILLEGAL BEHAVIOR,[b] DETROIT PUBLIC HIGH SCHOOLS, 1983-84

SCHOOL	ASSAULT			BATTERY			WEAPONS			TOTAL		
	EXCLUDE	SUSPEND	EXPEL	EXCLUDE	SUSPEND	EXPEL	EXCLUDE	SUSPEND	EXPEL	EXCLUSIONS	SUSPENSIONS	EXPULSIONS
MURRAY-WRIGHT	5	2		59	7		1	6		65	15	0
NORTHEASTERN[c]	**	**	**	**	**	**	**	**	**	**	**	**
NORTHERN	7	5	1	18	27	1		6	1	25	38	3
CHADSEY		10	1	2	44	1	1	15	1	3	69	3
NORTHWESTERN	27	19		11	6		1	16	4	39	41	4
SOUTHWESTERN		10		1	33			4	1	1	47	1
WESTERN	9	1		5	8		1	8		15	17	0
CODY	5	4		17	44		2	7	1	24	55	1
MACKENZIE	26	9		23	5		2	14	3	51	28	3
COOLEY	11	48		6	28		3	10	2	20	86	2
FORD	10	30	1	5	15	1	3	13		18	58	2
REDFORD	21	6		9	63	1	2	28	3	32	97	4
CENTRAL		1		3	11			2		3	14	0
MUMFORD	9	5		36	13		8	15	4	53	33	4
OSBORN	1	5		13	34		2	13	5	16	52	5
PERSHING	4	7		2	29			15	4	6	51	4
DENBY	17	4		48	33		4	17	1	69	54	1
FINNEY	39	31	1	3	7		4	6	3	46	44	4
KETTERING	10	9		33	18	1	2	10	1	45	37	2
KING	107	2	1	1	1		11	6	3	119	9	4
SOUTHEASTERN	8	9		2			5	1	1	15	10	1
CASS TECH				16	2					16	2	0
RENAISSANCE				4	1					4	1	0
DAVIS (AERO MECH)	2			5	1					7	1	0
TOTAL	318	217	5	322	430	5	52	212	38	692	859	48

[a] See footnote a to Table 4.4 below. Expulsion, according to the court-ordered Uniform Code of Student Conduct, is a disciplinary action resulting in the exclusion of a student from the entire school system. In practice, however, the Detroit Board has administered expulsion in the same manner as long-term exclusion, that is, the student is removed from school for a period of time usually less than a semester. (During 1983-84, of the 48 high school students recommended for expulsion, 14 were excluded from school for periods ranging from less than one semester to less than a full school year and then all returned to regular day school; 25 were excluded from school for periods ranging from less than one semester and then reassigned to night school, adult day school, or GED programs; 4 cases are still pending determination of type of reassignment; 4 students were permanently excluded from the Detroit School District, and 1 student was excluded indefinitely.)

[b] See footnote b to Table 4.4 below. These offenses were chosen for display here because, in practice, only students having committed assault, battery, or possession of weapons have been expelled, although the court-ordered Uniform Code authorizes, and Board policy mandates, the consideration of expulsion for other offenses.

[c] Northeastern High School closed at the conclusion of the 1981-82 school year.

BEST COPY

TABLE 4.4: NUMBERS AND MEANS OF EXCLUSIONS AND SUSPENSIONS[a] FOR ILLEGAL BEHAVIOR AND GENERAL PROHIBITED BEHAVIOR,[b] DETROIT PUBLIC HIGH SCHOOLS, 1980-81

SCHOOL	ILLEGAL BEHAVIOR EXCLUSIONS	ILLEGAL BEHAVIOR SUSPENSIONS	GENERAL PROHIBITED EXCLUSIONS	GENERAL PROHIBITED SUSPENSIONS	TOTAL EXCLUSIONS	TOTAL SUSPENSIONS
MURRAY-WRIGHT	75	14	1225	121	1300	135
NORTHEASTERN	75	30	364	34	439	64
NORTHERN	79	53	156	32	235	85
CHADSEY	42	18	667	29	709	47
NORTHWESTERN	20	18	1138	78	1158	96
SOUTHWESTERN	5	50	1164	97	1169	147
WESTERN	68	83	788	77	856	160
CODY	19	87	1462	168	1481	255
MACKENZIE	96	114	472	80	568	194
COOLEY	42	150	1242	119	1284	269
FORD	22	37	3182	141	3204	178
REDFORD	129	68	1758	130	1887	198
CENTRAL	27	26	1317	16	1344	42
MUMFORD	46	50	703	79	749	129
OSBORN	7	91	1521	80	1528	171
PERSHING	18	40	1377	54	1395	94
DENBY	204	31	1386	53	1590	84
FINNEY	213	30	1452	92	1665	122
KETTERING	60	27	1506	125	1566	152
KING	64	15	738	27	802	42
SOUTHEASTERN	80	9	697	37	777	46
CASS	19	9	529	4	548	13
RENAISSANCE	15	0	84	1	99	1
TOTAL	1425	1050	24928	1674	26353	2724
MEAN	62	46	1084	73	1146	119

---

[a] *In the Detroit Public Schools, exclusion is a disciplinary action resulting in the temporary removal of a student from school or class. Secondary students may be excluded for up to five days.*

Suspension is a disciplinary action resulting in the permanent separation from a particular school placement and the involuntary transfer of a student to another school.

[b] *Illegal behavior includes the following: 1) assault; 2) battery; 3) possession of weapons or other dangerous objects; 4) sale, use, possession or distribution of illegal drugs, materials, substances, or alcoholic beverages; 5) burglary, theft, robbery, larceny; 6) arson; 7) extortion, coercion, blackmail; 8) vandalism or malicious destruction of property; 9) acts or threats of or incitements to violence; 10) interference with or intimidation of school personnel; 11) false alarms; 12) interference with the movement of pupils in or out of schools, between schools, or between home and an assigned school; and 13) other felonious conduct*

General prohibited behavior includes the following: 1) insubordination; 2) verbal abuse; 3) loitering/trespass; 4) refusal to identify self; 5) smoking in school or on school property; 6) truancy; 7) gambling; 8) student demonstrations; and 9) disruptive or other misconduct.

TABLE 4.5: NUMBERS OF EXCLUSIONS AND SUSPENSIONS[a] FOR ILLEGAL BEHAVIOR AND GENERAL PROHIBITED BEHAVIOR,[b] DETROIT PUBLIC HIGH SCHOOLS, 1981-82

SCHOOL	ILLEGAL BEHAVIOR EXCLUSIONS	ILLEGAL BEHAVIOR SUSPENSIONS	GENERAL PROHIBITED EXCLUSIONS	GENERAL PROHIBITED SUSPENSIONS	TOTALS* EXCLUSIONS	TOTALS* SUSPENSIONS
MURRAY-WRIGHT	79	36	487	33	566	69
NORTHEASTERN	44	14	279	21	323	35
NORTHERN	54	54	97	24	151	78
CHADSEY	14	24	606	35	620	59
NORTHWESTERN	27	29	759	66	786	95
SOUTHWESTERN	3	47	1110	60	1113	107
WESTERN	29	41	663	44	692	85
CODY	43	93	1081	126	1124	219
MACKENZIE	**	(157)	**	(157)	(4055)	(314)
COOLEY	27	198	1051	157	1078	355
FORD	12	65	2051	87	2063	152
REDFORD	152	96	1176	120	1328	216
CENTRAL	3	27	669	12	672	39
MUMFORD	16	71	56	48	72	119
OSBORN	11	59	1652	45	1663	103
PERSHING	11	50	141	27	152	77
JENBY	136	22	1071	44	1207	66
FINNEY	127	53	1189	92	1316	145
KETTERING	132	49	1044	102	1176	151
KING	138	15	369	22	507	37
SOUTHEASTERN	52	12	859	42	911	54
CASS TECH	4	7	170	4	174	11
RENAISSANCE	0	0	43	0	43	0
TOTALS*	1114	1219	16623	1368	17737	2587

SOURCE: Adapted from Detroit Public Schools data (form AT02M2P, run date 9/22/82).

* *Column totals under "illegal behavior" and "general prohibited behavior" are less than the actual number of exclusions and suspensions due to missing data. See following footnote.*

** *Complete data were not available for Mackenzie High School due to a reporting aberration. The figures in parentheses were submitted separately and directly to the Monitoring Commission by the high school.*

[a] *In the Detroit Public Schools, according to the court-ordered Uniform Code of Student Conduct, "exclusion" is a disciplinary action resulting in the temporary removal of a student from school or class. Secondary students may be excluded for up to 5 days.*

"Suspension" is a disciplinary action resulting in the permanent separation from a particular school placement and the involuntary transfer of a student to another school.

[b] *Illegal behavior includes the following: A-01 assault; A-02 battery; A-03 possession of weapons or other dangerous objects; A-04 sale, use, possession or distribution of illegal drugs, materials, substances, or alcoholic beverages; A-05 burglary, theft, robbery, larceny; A-06 arson; A-07 extortion, coercion, blackmail; A-08 vandalism or malicious destruction of property; A-09 acts or threats of or incitements to violence; A-10 interference with or intimidation of school personnel; A-11 false alarms; A-12 interference with the movement of pupils in or out of schools, between schools, or between home and an assigned school; A-13 other felonious conduct.*

General prohibited behavior includes the following: B-01 insubordination; B-02 verbal abuse; B-03 loitering/trespass; B-04 refusal to identify self; B-05 smoking in school or on school property; B-06 truancy; B-07 gambling; B-08 student demonstrations; and B-09 disruptive or other misconduct.

TABLE 4.6: NUMBERS OF EXCLUSIONS AND SUSPENSIONS[a] FOR ILLEGAL BEHAVIOR AND GENERAL PROHIBITED BEHAVIOR,[b] DETROIT PUBLIC HIGH SCHOOLS, 1983-84

	ILLEGAL BEHAVIOR		GENERAL PROHIBITED		TOTAL	
SCHOOL	EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
MURRAY-WRIGHT	93	22	1092	103	1185	125
NORTHEASTERN[c]	**	**	**	**	**	**
NORTHERN	52	77	235	33	287	110
CHADSEY	4	93	596	24	600	117
NORTHWESTERN	64	51	1113	168	1177	219
SOUTHWESTERN	3	66	1474	108	1477	174
WESTERN	20	34	960	37	980	71
CODY	36	88	924	167	960	255
MACKENZIE	57	52	1395	11	1452	63
COOLEY	34	125	1338	154	1372	279
FORD	22	89	2503	91	2525	180
REDFORD	69	136	1324	116	1393	252
CENTRAL	10	27	768	15	778	42
MUMFORD	92	82	1248	90	1340	172
OSBORN	30	102	2314	79	2344	181
PERSHING	7	100	317	31	324	131
DENBY	103	81	1311	41	1414	122
FINNEY	83	69	1202	94	1285	163
KETTERING	79	64	1081	103	1160	167
KING	209	21	641	14	850	35
SOUTHEASTERN	40	18	1251	54	1291	72
CASS TECH	22	8	549	7	571	15
RENAISSANCE	8	1	42	0	50	1
DAVIS (AERO MECH)	9	1	93	0	102	1
TOTAL	1146	1407	23771	1540	24917	2947
MEAN	49.8	61.2	1033.5	67.0	1083.3	128.1

[a] See footnote a to Table 4.4 above.

[b] See footnote b to Table 4.4 above.

[c] Northeastern High School closed at the conclusion of the 1981-82 school year.

581

BEST COPY

TABLE 4.7: NUMBERS OF EXCLUSIONS AND SUSPENSIONS[a] FOR SELECTED VIOLATIONS CONSTITUTING ILLEGAL BEHAVIOR,[b] DETROIT PUBLIC HIGH SCHOOLS, 1981-82

SCHOOL	A-01		A-02		A-03		A-04		A-05		A-06		A-09		A-11		TOTALS*	
	EXCL	SUSP	EXCL	SUSP	EXCL	SUSP	EXCL	SUSP	EXCL	SUSP	EXCL	SUSP	EXCL	SUSP	EXCL	SUSP	EXCLUSIONS	SUSPENSIONS
MURRAY-WRIGHT	1	2	30	13	6	1	17	5	5	3	0	0	3	7	0	0	79	36
NORTHEASTERN	38	4	1	3	1	1	1	0	2	2	1	1	0	1	0	2	48	14
NORTHERN	6	5	19	5	1	4	13	19	3	16	0	0	0	1	0	2	54	54
CHADSEY	1	0	2	1	1	4	4	9	4	3	1	0	0	3	0	0	14	24
NORTHWESTERN	12	0	0	6	3	7	6	7	3	1	0	1	0	1	0	1	27	29
SOUTHWESTERN	0	4	2	13	0	7	1	17	0	4	0	0	0	1	0	0	3	67
WESTERN	9	7	10	5	0	9	1	9	2	4	2	1	1	1	1	0	29	41
CODY	2	9	15	24	3	10	2	14	1	10	0	1	17	14	1	0	43	93
MACKENZIE	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	(157)
COOLEY	12	91	1	1	6	20	4	56	0	13	0	0	2	6	0	0	27	198
FORD	3	24	3	1	1	10	1	20	0	1	0	0	0	1	0	1	12	69
REDFORD	38	21	47	24	3	10	24	14	7	11	0	1	29	6	0	2	192	96
CENTRAL	0	0	3	5	0	5	0	7	0	3	0	0	0	3	0	0	3	27
MUMFORD	7	1	5	11	1	18	2	34	0	3	0	0	1	2	0	1	16	71
OSBORN	1	13	5	20	0	5	0	9	1	5	2	0	2	1	0	0	11	59
PERSHING	3	5	4	14	3	13	1	2	1	4	1	1	0	1	0	1	11	50
DENBY	44	8	31	4	17	5	31	4	2	3	0	0	5	0	0	0	136	22
FINNEY	75	19	10	5	13	3	19	13	5	6	0	0	2	1	2	1	127	51
KETTERING	37	21	51	3	1	6	13	5	6	6	1	0	9	3	0	0	132	49
KING	61	4	4	0	2	3	9	4	8	3	2	0	19	1	1	0	138	19
SOUTHEASTERN	29	1	1	3	0	0	10	0	1	3	0	0	8	2	0	0	92	12
CASS TECH	0	1	3	0	0	0	0	0	1	4	0	2	1	0	3	0	4	7
RENAISSANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS*	371	240	244	161	54	141	195	244	52	105	10	8	93	56	9	11	1114*	1217*

SOURCE: Adapted from Detroit Public Schools data (form AT02M2P, run date 9/22/82).

* Line totals exceed sum of displayed column data due to inclusion of other "A" offenses. Column totals are less than the actual number of exclusions and suspensions due to missing data. See footnotes following.

** Complete data were not available for Mackenzie High School due to a reporting aberration. The figures in parentheses were submitted separately and directly to the Monitoring Commission by the high school.

[a] In the Detroit Public Schools, according to the court-ordered Uniform Code of Student Conduct, "exclusion" is a disciplinary action resulting in the temporary removal of a student from school or class. Secondary students may be excluded for up to 5 days.

"Suspension" is a disciplinary action resulting in the permanent separation from a particular school placement and the involuntary transfer of a student to another school.

[b] Illegal behavior includes the following: A-01 assault; A-02 battery; A-03 possession of weapons or other dangerous objects; A-04 sale, use, possession or distribution of illegal drugs, materials, substances, or alcoholic beverages; A-05 burglary, theft, robbery, larceny; A-06 arson; A-07 extortion, coercion, blackmail; A-08 vandalism or malicious destruction of property; A-09 acts or threats of or incitements to violence; A-10 interference with or intimidation of school personnel; A-11 false alarms; A-12 interference with the movement of pupils in or out of schools, between schools, or between home and an assigned school; and A-13 other felonious conduct. The selected violations--A-01, A-02, A-03, A-04, A-05, A-06, A-09, and A-11--were chosen for display because they ostensibly fall under the Detroit School District's expulsion policy covering violent and illegal acts.

TABLE 4.8: NUMBERS OF EXCLUSIONS AND SUSPENSIONS[a] FOR SELECTED VIOLATIONS CONSTITUTING ILLEGAL BEHAVIOR,[b] DETROIT PUBLIC HIGH SCHOOLS, 1983-84

	ASSAULT		BATTERY		WEAPONS		NARCOTICS		ROBBERY		ARSON		THREATS		ALARMS		TOTALS	
	EXCL.	SUSP	EXCL.	SUSP	EXCL.	SUSP	EXCL.	SUSP	EXCL.	SUSP	EXCL.	SUSP	EXCL.	SUSP	EXCL.	SUSP	EXCLUSIONS	SUSPENSIONS
MURRAY-WRIGHT	5	2	59	7	1	6	16	2	6	4	1		3	1			91	22
NORTHEASTERN[c]	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
NORTHERN	7	5	18	27		6	15	16	3	7				1		1	43	63
CHADSEY		10	2	44	1	15		9	1	2							4	80
NORTHWESTERN	27	19	11	6	1	16	15	6	2		6		2	1			64	48
SOUTHWESTERN		10	1	33		4		9		1		2	2	1		1	3	61
WESTERN	9	1	5	8	1	8	2	13	1	2	2						20	32
CODY	5	4	17	44	2	7	4	12	4	2			1	5	1	1	34	75
MACKENZIE	26	9	23	5	2	14		16		2			2	2			53	48
COOLEY	11	48	6	28	3	10	3	26	4	6			5	3	3		35	121
FORD	10	30	5	15	3	13	2	19	2	4				2			22	83
REDFORD	21	6	5	63	2	28	8	19	12	9	1	3	13	4			66	132
CENTRAL		1	3	11		2	2	4	1	8	2		2		1		11	26
MUMFORD	9	5	36	13	8	15	15	20	8	4	1		6	16			83	73
OSBORN	1	5	13	36	2	13	2	18	2	7		1	1	6			21	82
PERSHING	4	7	2	29		15		26	1	16		1		4		1	7	99
DENBY	17	4	48	33	4	17	12	22	6	2		1	8				95	79
FINNEY	39	31	3	7	4	6	10	10	7	9	2		9	2			74	65
KETTERING	10	9	33	18	2	10	7	4	7	10	2		3	3		1	64	55
KING	107	2	1	1	11	6	6	2	5	1	3		17		1		151	12
SOUTHEASTERN	8	9	2		5	1	5	2	1	2	4		8	4	1		34	18
CASS TECH			16	2			2	2	1		1		1				21	4
RENAISSANCE			4	1													4	1
DAVIS (AERO MECH)	2		5	1			1		1								9	1
TOTAL	318	217	322	430	52	212	127	257	75	98	25	8	83	53	7	5	1009	1200

---

[a] In the Detroit Public Schools, according to the court-ordered Uniform Code of Student Conduct, "exclusion" is a disciplinary action resulting in the temporary removal of a student from school or class. Secondary students may be excluded for up to 5 days.

"Suspension" is a disciplinary action resulting in the permanent separation from a particular school placement and the involuntary transfer of a student to another school.

[b] Illegal behavior includes the following: A-01 assault; A-02 battery; A-03 possession of weapons or other dangerous objects; A-04 sale, use, possession or distribution of illegal drugs, materials, substances, or alcoholic beverages; A-05 burglary, theft, robbery, larceny; A-06 arson; A-07 extortion, coercion, blackmail; A-08 vandalism or malicious destruction of property; A-09 acts or threats of or incitements to violence; A-10 interference with or intimidation of school personnel; A-11 false alarms; A-12 interference with the movement of pupils in or out of schools, between schools, or between home and an assigned school; and A-13 other felonious conduct. The selected violations—assault, battery, weapons, narcotics, robbery, arson, threats, and false alarms—were chosen for display here because they ostensibly fall under the Detroit School District's expulsion policy covering violent and illegal acts.

[c] Northeastern High School closed at the conclusion of the 1981-82 school year.

TABLE 4.9: NUMBERS OF EXCLUSIONS AND SUSPENSIONS FOR SELECTED OFFENSES CONSTITUTING ILLEGAL BEHAVIOR,[a] DETROIT PUBLIC HIGH SCHOOLS, 1980-81 AND 1983-84

OFFENSE	EXCLUSIONS		SUSPENSIONS		TOTALS	
	1980-81	1983-84	1980-81	1983-84	1980-81	1983-84
ASSAULT	410	318	200	217	610	535
BATTERY	282	322	177	430	459	752
POSSESSION OF WEAPONS	105	52	178	212	283	264
SALE, USE, DISTRIBUTION OF ILLEGAL DRUGS, ETC.	299	127	274	257	573	384
BURGLARY, THEFT, ROBBERY, LARCENY	95	75	50	98	145	173
ARSON	39	25	10	8	49	33
ACTS, THREATS, INCITEMENT TO VIOLENCE	65	83	41	53	106	136
FALSE ALARMS	15	7	10	5	25	12
TOTALS	1310	1009	940	1280	2250	2289

[a] See footnotes a and b to Table 4.4 above. The selected violations were chosen for display here because they ostensibly fall under the Detroit School District's expulsion policy covering violent and illegal acts. (see also Tables 4.2 and 4.3 above)

TABLE 4.10: EXCLUSION RATE AND SUSPENSION RATE PER 100 STUDENTS IN MEMBERSHIP,[a] COMPARED TO SCHOOL MEMBERSHIP AND NUMBERS OF EXCLUSIONS AND SUSPENSIONS, DETROIT PUBLIC HIGH SCHOOLS, RANKED BY MEMBERSHIP, 1978-79

RANK	SCHOOL	MEMBERSHIP	EXCLUSIONS	SUSPENSIONS	EXCLUSION RATE	SUSPENSION RATE
1	CASS TECH	3701	170	13	4.6	.4
2	REDFORD	3491	732	122	21.0	3.5
3	FORD	3441	719	77	20.9	2.2
4	CODY	3351	937	191	28.0	5.7
5	COOLEY	3117	179	149	5.7	4.8
6	MURRAY-WRIGHT	3090	0	43	0.0	1.4
7	MACKENZIE	2757	674	84	24.4	3.0
8	OSBORN	2621	850	96	32.4	3.7
9	PERSHING	2393	33	94	1.4	3.9
10	MUMFORD	2378	11	96	.5	4.0
11	CENTRAL	2353	554	37	23.5	1.6
12	SOUTHEASTERN	2341	17	38	.7	1.6
13	DENBY	2277	723	44	31.8	1.9
14	KETTERING	2226	392	32	17.6	1.4
15	FINNEY	2205	1083	124	49.1	5.6
16	NORTHWESTERN	2091	60	32	2.9	1.5
17	SOUTHWESTERN	1904	498	23	26.2	1.2
18	KING	1804	2191	69	121.5	3.8
19	WESTERN	1798	281	46	15.6	2.6
20	CHADSEY	1721	215	30	12.5	1.7
21	NORTHERN	1425	14	52	1.0	3.6
22	NORTHEASTERN	1349	231	34	17.1	2.5
23	RENAISSANCE	401	2	0	.5	0.0
24	DAVIS (AERO MECH)	267	13	1	4.9	.4
TOTAL		54502	10579	1527		
MEAN		2271	440.8	63.6	19.4	2.8
MEDIAN		2309	223	45	16.4	2.4

---

[a] See footnote a to Table 4.1 above. Membership is based on the district's "Racial-Ethnic Distribution of Students" as of the official 4th Friday membership count day. (see also Tables 4.11 and 4.12 below)

TABLE 4.11: EXCLUSION RATE AND SUSPENSION RATE PER 100 STUDENTS IN MEMBERSHIP,[a] COMPARED TO SCHOOL MEMBERSHIP AND NUMBERS OF EXCLUSIONS AND SUSPENSIONS, DETROIT PUBLIC HIGH SCHOOLS, RANKED BY MEMBERSHIP, 1980-81

RANK	SCHOOL	MEMBERSHIP	EXCLUSIONS	SUSPENSIONS	EXCLUSION RATE	SUSPENSION RATE
1	COOLEY	3553	1284	269	36.1	7.6
2	CASS TECH	3223	548	13	17.0	.4
3	REDFORD	3125	1887	198	60.4	6.3
4	CODY	3106	1481	255	47.7	8.2
5	FORD	3087	3204	178	103.8	5.8
6	OSBORN	3019	1528	171	50.6	5.7
7	MURRAY-WRIGHT	2559	1300	135	50.8	5.3
8	MACKENZIE	2512	568	194	22.6	7.7
9	PERSHING	2477	1395	94	56.3	3.8
10	CENTRAL	2409	1344	42	55.8	1.7
11	DENBY	2408	1590	84	66.0	3.5
12	KETTERING	2270	1566	152	69.0	6.7
13	MUMFORD	2269	749	129	33.0	5.7
14	FINNEY	2185	1665	122	76.2	5.6
15	NORTHWESTERN	2058	1158	96	56.3	4.7
16	SOUTHEASTERN	1803	777	46	43.1	2.6
17	KING	1671	802	42	48.0	2.5
18	SOUTHWESTERN	1628	1169	147	71.8	9.0
19	CHADSEY	1593	709	47	44.5	3.0
20	WESTERN	1527	856	160	56.1	10.5
21	NORTHERN	1260	235	85	18.7	6.7
22	NORTHEASTERN	1229	439	64	35.7	5.2
23	RENAISSANCE	753	99	1	13.1	.1
24	DAVIS (AERO MECH)	195	29	0	.1	.0
TOTAL		51919	26382	2724		
MEAN		2163.3	1099.3	113.5	50.8	5.2
MEDIAN		2269.5	1163.5	109	49.3	5.5

---

[a] See footnote a to Table 4.1 above. Membership is based on the district's "Racial-Ethnic Distribution of Students" as of the official 4th Friday membership count day. (see also Tables 4.10 above and 4.12 below)

TABLE 4.12: EXCLUSION RATE AND SUSPENSION RATE PER 100 STUDENTS IN MEMBERSHIP,[a] COMPARED TO SCHOOL MEMBERSHIP AND NUMBERS OF EXCLUSIONS AND SUSPENSIONS, DETROIT PUBLIC HIGH SCHOOLS, RANKED BY MEMBERSHIP, 1983-84

RANK	SCHOOL	MEMBERSHIP	EXCLUSIONS	SUSPENSIONS	EXCLUSION RATE	SUSPENSION RATE
1	COOLEY	3383	1372	279	40.6	8.2
2	CASS TECH	3343	571	15	17.1	.4
3	CODY	3144	960	255	30.5	8.1
4	REDFORD	3098	1393	252	45.0	8.1
5	OSBORN	3027	2344	181	77.4	6.0
6	FORD	2943	2525	180	85.8	6.1
7	KETTERING	2517	1160	167	46.1	6.6
8	MACKENZIE	2492	1452	63	58.3	2.5
9	CENTRAL	2482	778	42	31.3	1.7
10	PERSHING	2459	324	131	13.2	5.3
11	DENBY	2362	1414	122	59.9	5.2
12	MUMFORD	2354	1340	172	56.9	7.3
13	MURRAY-WRIGHT	2256	1185	125	52.5	5.5
14	FINNEY	2241	1285	163	57.3	7.3
15	NORTHWESTERN	1926	1177	219	61.1	11.4
16	SOUTHWESTERN	1785	1477	174	82.7	9.7
17	KING	1754	850	35	48.5	2.0
18	CHADSEY	1527	600	117	39.3	7.7
19	SOUTHEASTERN	1512	1291	72	85.4	4.8
20	WESTERN	1315	980	71	74.5	5.4
21	NORTHERN	1286	287	110	22.3	8.6
22	RENAISSANCE	759	50	1	6.6	.1
23	DAVIS (AERO MECH)	184	102	1	55.4	.5
TOTALS		50149	24917	2947		
MEAN		2180	1083.3	128.1	49.7	5.9
MEDIAN		2354	1177	125	22.5	6.0

[a] See footnote a to Table 4.1 above. Membership is based on the district's "Racial-Ethnic Distribution of Students" as of the official 4th Friday membership count day. (see also Tables 4.10 and 4.11 above)

TABLE 4.13: NUMBER OF EXCLUSIONS AND SUSPENSIONS FOR TRUANCY[a] AND AVERAGE RECORD PERIOD AND CLASSROOM ATTENDANCE[b] FOR DETROIT PUBLIC HIGH SCHOOLS, 1980-81

SCHOOL	EXCLUSIONS	SUSPENSIONS	AVERAGE CLASSROOM ATTENDANCE	AVERAGE RECORD PERIOD ATTENDANCE
MURRAY-WRIGHT	941	104	84.6%	88.2%
NORTHEASTERN	254	27	64.9	76.6
NORTHERN	111	27	70.9	81.1
CHADSEY	509	27	77.4	88.5
NORTHWESTERN	1075	68	71.4	91.1
SOUTHWESTERN	754	76	72.1	72.6
WESTERN	724	71	74.0	82.0
CODY	1283	153	70.9	69.9
MACKENZIE	247	57	68.6	82.9
COOLEY	682	27	78.0	82.2
FORD	2042	114	75.6	85.5
REDFORD	1605	122	65.6	78.0
CENTRAL	1251	11	72.6	84.9
MUMFORD	559	73	73.8	87.5
OSBORN	1134	57	72.1	79.1
PERSHING	1299	43	68.5	76.9
DENBY	1147	41	73.7	78.8
FINNEY	1235	83	69.6	73.2
KING	446	15	66.6	70.4
KETTERING	1170	108	69.6	75.3
SOUTHEASTERN	468	27	67.7	82.4
CASS	142	4	88.3	92.1
RENAISSANCE	36	0	90.8	86.0
TOTAL	19014	1335	81.5%	73.6%

[a] *Exclusion, as defined by the Uniform Code of Student Conduct, means temporary removal from school for up to a maximum of five days; suspension means the involuntary transfer of the student to another school.*

[b] *See footnotes a and b to Table 3.1 above.*

TABLE 4.14: NUMBERS AND MEANS OF EXCLUSIONS[a] AND OF STUDENTS EXCLUDED,[b] DETROIT PUBLIC HIGH SCHOOLS, 1978-79, 1980-81 AND 1983-84

SCHOOL	1978-79			1980-81			1983-84		
	MEMBERSHIP	EXCLUSIONS	STUDENTS EXCLUDED	MEMBERSHIP	EXCLUSIONS	STUDENTS EXCLUDED	MEMBERSHIP	EXCLUSIONS	STUDENTS EXCLUDED
MURRAY-WRIGHT	3067	0	0	2559	1300	969	2256	1185	754
NORTHEASTERN[d]	1431	231	197	1229	439	354	—	—	—
NORTHERN	1416	14	14	1260	235	194	1286	287	193
CHADSEY	1713	215	187	1593	711	538	1527	600	429
NORTHWESTERN	2256	60	59	2058	1159	861	1926	1177	710
SOUTHWESTERN	1965	498	401	1628	1176	866	1735	1477	922
WESTERN	1776	281	238	1527	865	610	1315	980	630
CODY	3311	937	715	3106	1506	1064	3144	960	666
MACKENZIE	2844	674	514	2512	574	495	2492	1452	947
COOLEY	3125	179	164	3553	1293	1053	3383	1372	915
FORD	3515	719	560	3087	3216	2273	2943	2525	1537
REDFORD	3479	732	619	3125	1891	1494	3098	1393	965
CENTRAL	2303	554	470	2409	1345	1076	2482	778	607
MUMFORD	2375	11	11	2269	756	584	2354	1340	829
OSBORN	2648	850	604	3019	1535	1161	3027	2344	1427
PERSHING	2439	33	33	2477	1405	1119	2459	324	269
DENBY	2318	723	509	2408	1592	1095	2362	1414	931
FINNEY	2244	1083	787	2185	1665	1124	2241	1285	862
KETTERING	2272	392	321	2270	1604	1247	2517	1160	764
KING	1742	2191	1139	1671	873	652	1754	850	603
SOUTHEASTERN	2209	17	17	1803	788	625	1512	1291	790
CASS	3695	170	146	3223	553	438	3343	571	491
RENAISSANCE	401	2	2	753	96	66	759	50	50
TOTAL[c]	54564	10566	7707	51724	26577	20027	50149	24917	16291
MEAN		459	335		1156	871		1083	761

---

[a] See footnote b at Table 4.4 above.

[b] Students excluded reports the unduplicated count of students who were excluded from school.

[c] Northeastern High School closed at the conclusion of the 1981-82 school year.

[d] Column total includes Davis Aero Mechanics High School.

TABLE 4.15: NUMBER OF EXCLUSIONS AND SUSPENSIONS FOR TRUANCY,[a] EXCLUSION AND SUSPENSION RATES FOR TRUANCY PER 100 STUDENTS IN MEMBERSHIP,[b] AND RATIOS OF EXCLUSIONS TO SUSPENSIONS FOR TRUANCY,[c] DETROIT PUBLIC HIGH SCHOOLS, 1980-81 AND 1983-84

	1980-81					1983-84				
SCHOOL	NUMBER EXCLUDE	NUMBER SUSPEND	EXCLUSION RATE[b]	SUSPENSION RATE[b]	RATIO EX : SUS[c]	NUMBER EXCLUDE	NUMBER SUSPEND	EXCLUSION RATE[b]	SUSPENSION RATE[b]	RATIO EX : SUS[c]
MURRAY-WRIGHT	941	104	36.8	4.1	9.0 : 1	699	83	31.0	3.7	8.4 : 1
NORTHEASTERN[d]	254	27	20.7	2.2	9.4 : 1	**	**	**	**	**
NORTHERN	111	27	8.8	2.1	4.1 : 1	60	20	4.7	1.6	3.0 : 1
CHADSEY	509	27	32.0	1.7	18.9 : 1	527	15	34.5	1.0	35.1 : 1
NORTHWESTERN	1075	68	52.2	3.3	15.8 : 1	965	139	50.1	7.2	6.9 : 1
SOUTHWESTERN	754	76	46.3	4.7	9.9 : 1	992	88	55.6	4.9	11.3 : 1
WESTERN	624	71	40.9	4.6	8.8 : 1	701	31	53.3	2.4	22.6 : 1
CODY	1283	153	41.3	4.9	8.4 : 1	655	121	20.8	3.8	5.4 : 1
MACKENZIE	247	57	9.8	7.3	4.3 : 1	447	6	17.9	.2	74.5 : 1
COOLEY	682	27	19.2	.8	25.3 : 1	588	98	17.4	2.9	6.0 : 1
FORD	2042	114	66.1	3.7	17.9 : 1	1674	66	56.9	2.2	25.4 : 1
REDFORD	1605	122	51.4	3.9	13.2 : 1	935	101	30.2	3.3	9.3 : 1
CENTRAL	1251	11	51.9	.5	113.7 : 1	720	9	29.0	.4	80.0 : 1
MUMFORD	559	73	24.6	3.2	7.7 : 1	693	84	29.4	3.6	8.3 : 1
OSBORN	1134	57	37.6	1.9	19.9 : 1	1516	45	50.1	1.5	33.7 : 1
PERSHING	1299	43	52.4	1.7	30.2 : 1	257	23	10.5	.9	11.2 : 1
DENBY	838	41	34.8	1.7	20.4 : 1	811	27	34.3	1.1	30.0 : 1
FINNEY	1215	83	55.6	3.8	14.6 : 1.	1128	87	50.3	3.9	13.0 : 1
KETTERING	561	15	24.7	.7	37.4 : 1	547	14	21.7	.6	39.1 : 1
KING	1020	108	61.0	6.5	9.4 : 1	934	86	53.2	4.9	10.9 : 1
SOUTHEASTERN	963	27	53.4	1.5	35.7 : 1	919	44	60.8	2.9	20.9 : 1
CASS TECH	471	4	14.6	.1	117.8 : 1	464	7	13.9	.2	66.3 : 1
RENAISSANCE	17	0	2.3	—	—	17	0	2.2	--	—
DAVIS (AERO)[e]										
TOTAL	19455	1335				16249	1194			
MEAN	845.9	58.0	37.6	2.6	14.6 : 1	738.6	54.3	32.5	2.4	13.6 : 1

[a] Exclusion, as defined by the Uniform Code of Student Conduct, means the temporary removal from school for up to a maximum of five days; suspension means the involuntary transfer of the student to another school. Truancy from class is defined as a "general prohibitive" violation of the code (B-6).

[b] Rate indicates the number of exclusions or suspensions per 100 students in membership. (see Table 4.1 above) Rates, therefore, include a factor correcting for the size of the school.

[c] Ratio is calculated by dividing the number of exclusions by the number of suspensions and is therefore an indicator of the liklihood that students will will be excluded rather than suspended for truancy violations. (see also discussion in Section B)

[d] Northeastern High School closed at the conclusion of the 1981-82 school year.

[e] Missing data.

PART 5: CLASS SIZE

TABLE 5.1: **MEDIAN AND MEAN[a] SIZES OF DETROIT PUBLIC HIGH SCHOOL CLASSES, BY FALL AND SPRING SEMESTERS, 1975 TO 1984**

MEDIAN SIZE[a]			MEAN SIZE[a]		
OCTOBER	1975	31.5	DECEMBER	1979	29.1
MARCH	1976	30.8	MARCH	1980	27.6
NOVEMBER	1976	31.2	DECEMBER	1980	28.9
MARCH	1977	31.2	MARCH	198[illegible]	27.2
NOVEMBER	1977	31.5	NOVEMBER	1981	29.9
MARCH	1978	29.8	MARCH	1982	28.5
NOVEMBER	1978	31.4	DECEMBER	1982	29.9
MARCH	1979	29.5	APRIL	1983	27.6
			SEPTEMBER	1983	28.5
			APRIL	1984	27.4

[a] Beginning in December 1979, the Detroit Public Schools began to report mean size of classes.

SOURCE: Adapted from Detroit Public Schools data.

TABLE 5.2: MEDIAN AND MEAN SIZES OF DETROIT PUBLIC HIGH SCHOOL CLASSES, FALL AND SPRING SEMESTERS, BY REGION, 1975 TO 1984

	MEDIAN								MEAN									
REGION	OCT. 1975	MARCH 1976	NOV. 1976	MARCH 1977	NOV. 1977	MARCH 1978	NOV. 1978	MARCH 1979	DEC. 1979	MARCH 1980	DEC. 1980	MARCH 1981	NOV. 1981	MARCH 1982	DEC. 1982	APRIL 1983	SEPT. 1983	APRIL 1984
1	31.9	29.9	31.2	29.3	31.5	28.3	31.8	29.2	29.0	27.0	27.8	26.2	28.1	27.0	n/a	26.4	n/a	n/a
2	31.3	30.8	31.2	31.2	31.2	29.1	30.5	28.3	29.2	27.3	29.3	27.4	30.1	28.0	n/a	27.4	n/a	n/a
3	32.3	31.1	31.5	31.4	31.4	30.0	31.8	28.7	29.9	27.2	29.0	26.3	29.5	27.9	n/a	28.0	n/a	n/a
4	31.4	31.0	31.7	31.5	31.9	31.1	32.2	30.7	29.1	28.5	29.6	28.2	31.3	29.2	n/a	28.0	n/a	n/a
5	31.4	31.0	30.4	31.6	30.7	30.0	31.4	29.7	29.7	26.6	29.5	27.1	30.1	28.2	n/a	27.8	n/a	n/a
6	31.2	31.2	31.0	32.9	30.8	28.0	31.0	29.8	29.6	28.4	28.6	27.4	30.6	29.9	n/a	28.4	n/a	n/a
7	30.9	29.5	30.4	31.3	31.5	29.8	30.9	29.4	29.0	28.7	29.1	27.5	29.7	29.3	n/a	26.4	n/a	n/a
8	31.7	30.1	30.7	31.0	32.4	30.0	31.3	28.5	28.6	26.2	28.6	26.3	30.0	28.8	n/a	26.9	n/a	n/a
CITY-WIDE	32.0	31.7	31.7	31.8	31.7	30.0	31.0	30.1	27.6	27.9	28.4	27.5	28.2	28.1	n/a	29.0	n/a	n/a
TOTAL	31.5	30.8	31.2	31.2	31.5	29.8	31.4	29.5	29.1	27.6	28.9	27.2	29.9	28.5	29.9	27.6	28.5	27.4

[a] Beginning in December 1979, the Detroit Public Schools began to report mean size of classes.

[b] The regional governance system was abolished in 1981. High schools were centralized under one division in 1982.

SOURCE: Adapted from Detroit Public Schools data.

BEST COPY

TABLE 5.3: NUMBER OF DETROIT PUBLIC HIGH SCHOOL CLASSES BY CLASS SIZE INTERVALS AND SUBJECT AREAS, MARCH 1978

SUBJECT	NUMBER OF CLASSES	NUMBERS OF CLASSES BY ENROLLMENT INTERVALS 1-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	NUMBER OF PUPIL CONTACTS	MEAN
ENGLISH	1881	37	48	80	241	377	674	417	6	1	54606	29.0
FOREIGN LANGUAGE	309	7	18	38	88	73	62	21	2		7610	24.6
MATHEMATICS	1192	8	33	61	204	276	394	210	6		33875	28.4
SCIENCE	844	3	17	47	155	219	301	102			23690	28.1
SOCIAL STUDIES	1372	1	5	31	159	238	540	396	2		42148	30.7
VOCATIONAL	950	25	53	144	294	228	162	[illegible]	1		22553	23.7
BUSINESS EDUCATION	857	5	33	99	217	205	205	87	4	2	22324	26.0
ART	225	2	3	11	39	58	76	33	3		6432	28.6
TOTAL	7630	88	210	511	1397	1674	2414	1309	24	3	213238	27.9

SOURCE: Adapted from Detroit Public Schools data.

TABLE 5.4: NUMBERS OF DETROIT PUBLIC HIGH SCHOOL CLASSES BY CLASS SIZE INTERVALS AND SUBJECT AREAS, MARCH 1981

SUBJECT	NUMBER OF CLASSES	NUMBER OF CLASSES BY CLASS SIZE INTERVALS								NUMBER OF PUPIL CONTACTS	MEAN
		1-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44		
ENGLISH	1705	18	52	134	216	399	640	244	2	47854	28.1
FOREIGN LANGUAGE	232	6	16	29	70	55	38	18		5581	24.1
MATHEMATICS	1356	11	41	96	212	346	510	139	1	37427	27.6
SCIENCE	778	5	26	48	119	217	290	73		21480	27.6
SOCIAL STUDIES	1446	6	25	49	125	332	614	295		43126	29.8
VOCATIONAL	1035	22	64	169	236	254	217	72	1	25299	24.4
BUSINESS EDUCATION	692	15	44	92	189	197	135	20		16604	24.0
ART	228	1	12	25	60	56	59	15		5800	25.4
TOTAL	7472	84	280	642	1227	1856	2503	876	4	203171	27.2

SOURCE: Adapted from Detroit Public Schools data.

575 BEST COPY

TABLE 5.5: NUMBERS OF DETROIT PUBLIC HIGH SCHOOL CLASSES BY CLASS SIZE INTERVALS AND SUBJECT AREAS, APRIL 1984

SUBJECT	NUMBER OF CLASSES	NUMBER OF CLASSES BY ENROLLMENT INTERVALS								NUMBER OF PUPIL CONTACTS	MEAN
		1-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44		
ENGLISH	1636	16	49	122	237	388	562	262		45882	28.0
FOREIGN LANGUAGE	273	8	21	32	57	81	59	15		6747	24.7
MATHEMATICS	1362	19	50	128	211	299	451	203	1	37447	27.5
SCIENCE	738	3	16	47	142	189	262	79		20468	27.7
SOCIAL STUDIES	1223	5	18	59	130	269	502	240		36174	29.6
VOCATIONAL	686	23	50	73	140	178	162	60		17142	25.0
BUSINESS EDUCATION	708	10	38	84	176	215	159	26		17661	24.9
ART	179	2	4	17	35	49	44	28		4851	27.1
TOTAL	6805	86	246	562	1128	1668	2201	913	1	186372	27.4

SOURCE: Adapted from Detroit Public Schools data.

BEST COPY

TABLE 5.6: NUMBER OF DETROIT PUBLIC HIGH SCHOOL CLASSES BY CLASS SIZE INTERVALS, MARCH 1979

SCHOOL	NUMBER OF CLASSES	NUMBER OF CLASSES BY ENROLLMENT INTERVALS 1-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	NUMBER OF PUPIL CONTACTS	MEAN
MURRAY-WRIGHT	388	4	19	27	56	81	165	36			10689	27.5
NORTHEASTERN	187	1	2	26	34	45	52	25	2		5076	27.1
NORTHERN	192	2	7	4	56	46	56	21			5130	26.7
CHADSEY	233	13	12	21	48	43	70	26			5978	25.7
NORTHWESTERN	290	1	1	25	46	61	81	49	3		7590	25.1
SOUTHWESTERN	243		6	17	59	52	67	41	1		6721	27.7
WESTERN	244	1	9	28	63	59	61	20	1		6301	25.8
CODY	469	1	17	43	87	127	159	35			12676	27.0
MACKENZIE	376	3	27	35	54	84	139	34			10070	26.8
COOLEY	464	4	6	25	74	80	171	104			13519	29.1
FORD	428	1	2	8	35	75	202	104	1		13318	31.1
REDFORD	496	5	11	5	138	152	163	22			13252	26.7
CENTRAL	349	4	23	24	58	72	88	80			9577	27.4
MUMFORD	324	1	7	27	51	78	125	35			9072	28.0
OSBORN	363		9	41	67	78	104	64			10020	27.6
PERSHING	325	2	1	1	76	76	141	28			9232	28.4
DENBY	304	2	6	18	46	48	132	52			8786	28.9
FINNEY	351	3	15	31	69	107	107	19			9235	26.3
KETTERING	328	4	12	21	64	62	102	57	3	3	9166	27.9
KING	244	6	7	23	46	69	65	27	3	1	6559	26.9
SOUTHEASTERN	301	7	34	30	53	57	75	39	5	1	7713	25.6
CASS	601	1	12	46	93	180	201	67	1		16791	27.9
RENAISSANCE	75						63	12			2387	31.8
TOTAL	7553	63	245	530	1373	1731	2589	997	20	5	208891	
					MEAN 27.7							

SOURCE: Adapted from Detroit Public Schools data.

TABLE 5.7: NUMBERS OF DETROIT PUBLIC HIGH SCHOOL CLASSES BY CLASS SIZE INTERVALS, MARCH 1981

SCHOOL	NUMBER OF CLASSES	NUMBER OF CLASSES BY CLASS SIZE INTERVALS								NUMBER OF PUPILS CONTACTS	MEAN
		1-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44		
MURRAY-WRIGHT	372	3	22	47	61	73	110	54	2	9989	26.9
NORTHEASTERN	181	1	7	24	38	39	46	25	1	4790	26.5
NORTHERN	187	5	9	24	33	62	39	15		4702	25.1
CHADSEY	227		7	27	61	46	55	31		5968	26.3
NORTHWESTERN	262		1	14	33	60	112	42		7645	29.2
SOUTHWESTERN	225	4	2	6	52	63	76	22		6187	27.5
WESTERN	212	5	2	25	44	55	67	13		5547	26.2
CODY	459	4	22	51	83	109	152	38		12126	26.4
MACKENZIE	330	12	24	36	42	92	96	38		8597	26.1
COOLEY	471		4	31	34	75	168	109		13644	30.3
FORD	407	4	4	37	67	84	171	41		11359	27.9
REDFORD	480	3	12	10	25	254	154	22		13288	27.7
CENTRAL	369	11	23	27	55	68	134	51		10018	27.1
MUMFORD	332	3	15	27	56	86	115	30		8979	27.0
OSBORN	403		16	47	84	97	127	31	1	10690	26.5
PERSHING	349	3	9	15	50	79	150	43		9936	28.5
DENBY	329	2	19	23	57	56	97	75		9189	27.9
FINNEY	331	2	13	32	65	98	123	18		8943	27.0
KETTERING	306	6	14	24	61	75	90	36		8104	26.5
KING	264	4	6	27	54	71	93	9		6928	26.2
SOUTHEASTERN	266	7	23	22	43	40	57	44		7089	26.7
CASS	533	2	22	53	69	114	192	81		14792	27.8
RENAISSANCE	147			8	21	60	50	8		4154	28.3
AERO	30	2	4	5	9	10				597	19.9
TOTAL	7472	56	280	[illegible]	1227	1856	2503	876	4	203171	
					MEAN 27.2						

SOURCE: Adapted from Detroit Public Schools data.

TABLE 5.8: NUMBER OF DETROIT PUBLIC HIGH SCHOOL CLASSES BY CLASS SIZE INTERVALS, APRIL 1984

SCHOOL	NUMBER OF CLASSES	NUMBER OF CLASSES BY ENROLLMENT INTERVALS 1-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	NUMBER OF PUPIL CONTACTS	MEAN
MURRAY-WRIGHT	339	17	37	38	47	60	91	49		8520	25.1
NORTHEASTERN											
NORTHERN	176	3	15	14	37	53	30	24		4481	25.5
CHADSEY	207		6	29	54	40	69	9		5350	25.8
NORTHWESTERN	249	1		19	48	70	79	31	1	6963	28.0
SOUTHWESTERN	232		4	11	54	66	79	18		6368	27.4
WESTERN	178	2	7	22	46	39	47	15		4575	25.7
CODY	413	3	9	22	62	103	142	72		11752	28.5
MACKENZIE	308	2	13	23	42	56	108	54		8753	28.4
COOLEY	471	3	22	53	74	123	147	49		12673	26.9
FORD	379	[illegible]	14	14	35	104	167	39		10822	28.6
REDFORD	409	1	7	34	84	95	150	35		11208	27.4
CENTRAL	304	2	11	20	36	50	106	79		8842	29.1
MUMFORD	312	3	8	30	62	77	102	30		8444	27.1
OSBORN	381		4	24	63	75	141	74		11054	29.0
PERSHING	333	5	13	25	56	103	96	35		9017	27.1
DENBY	303	1	10	26	39	60	89	78		8647	28.5
FINNEY	28[illegible]	6	11	23	54	93	80	16		7489	26.[illegible]
KETTERING	342	6	18	29	66	103	88	32		9937	29.[illegible]
KING	236	11	14	23	24	56	71	37		6244	26.5
SOUTHEASTERN	215	9	2	23	40	56	65	21		5716	26.[illegible]
CASS	530	2	12	19	72	142	194	89		15372	29.0
RENAISSANCE	151	2	3	13	19	37	60	17		4248	28.1
DAVIS (AERO TECH)	49	2	8	23	11	7				897	15.3
TOTAL	6805	86	246	562	1125	1668	2201	913	1	186372	
			MEAN		27.4						

SOURCE: Adapted from Detroit Public Schools data.

BEST COPY

PART 6: COUNSELING

TABLE 6.1: TRENDS IN THE INAPPROPRIATE INVOLVEMENT OF DETROIT PUBLIC HIGH SCHOOL COUNSELORS IN ATTENDANCE RECORD-KEEPING AND THE ADMINISTRATION OF STUDENT DISCIPLINE, 1978-79 TO 1983-84[a]

INVOLVED IN ATTENDANCE RECORD-KEEPING?[b]	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Involved in Attendance	94.0%	64.0%	66.0%	n/a	63.0%	62.0%
Not Involved in Attendance	6.0	36.0	34.0	n/a	37.0	38.0

INVOLVED IN ADMINISTRATION OF DISCIPLINE?[c]	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Involved in Discipline	64.0%	13.0%	26.0%	n/a	22.0%	15.0%
Not Involved in Discipline	35.0	87.0	74.0	n/a	78.0	85.0

[a] Data are derived from annual commission-administered surveys of Detroit high school counseling staff with an average return rate exceeding 80 percent. (see Sections A and B for discussions of methodology)

[b] Percent responding to the question "Are you directly involved in attendance record-keeping procedures in [your] school?"

[c] Percent responding to the question "Are you directly involved in the administration of student discipline in [your] school?"

BEST COPY

TABLE 6.2: TRENDS IN THE AVAILABILITY AND ADEQUACY OF CLERICAL SERVICES AVAILABLE TO DETROIT PUBLIC HIGH SCHOOL COUNSELORS, 1979-80 TO 1983-84[a]

ARE SERVICES PROVIDED?[b]	1979-80	1980-81	1981-82	1982-83	1983-84
Yes, Services Provided	95.0%	99.0%	n/a	96.4%	95.7%
No, Services Not Provided	5.0	1.0	n/a	3.6	4.3

ARE SERVICES READILY AVAILABLE?[c]	1979-80	1980-81	1981-82	1982-83	1983-84
Always Available	39.6%	24.3%	n/a	20.9%	21.2%
Often Available	36.9	41.7	n/a	30.6	34.1
Sometimes Available	20.8	26.6	n/a	32.8	34.8
Seldom Available	2.7	6.9	n/a	14.9	9.8
Never Available	.0	.7	n/a	.7	.0

DO SERVICES MEET NEEDS OF COUNSELORS?[d]	1979-80	1980-81	1981-82	1982-83	1983-84
Completely Meet Needs	12.5%	13.3%	n/a	2.3%	6.0%
To a Great Extent Meet Needs	48.0	31.5	n/a	34.6	38.8
To Some Extent Meet Needs	27.6	37.8	n/a	38.3	31.3
To a Small Extent Meet Needs	10.5	14.7	n/a	22.6	22.4
Not at All Meet Needs	1.3	2.8	n/a	2.3	1.5

[a] Data are derived from annual commission-administered surveys of Detroit high school counseling staff with an average return rate exceeding 80 percent. (see Sections A and B for discussions of methodology)

[b] Percent responding to the question "Are you provided with clerical support services in this school?"

[c] Percent responding to the question "To what extent are these services readily available to you?"

[d] Percent responding to the question "To what extent do these services meet your needs as a high school counselor?"

TABLE 6.3: TRENDS IN PRIMARY[a] ACTIVITIES OF HIGH SCHOOL COUNSELORS, RANKED BY FREQUENCY OF MENTION, DETROIT PUBLIC HIGH SCHOOLS, 1980-81, 1982-83 AND 1983-84

1980-81

RANK	ACTIVITY	PERCENT
1	Individual/Group Counseling	81.7%
2	Other Activity	6.5
3	Consultation	4.6
4	Attendance Record-Keeping	3.3
5	Career Guidance	1.3
5	Analysis of Pupil Data	1.3
6	In-service of Staff	.7

1982-83

RANK	ACTIVITY	PERCENT
1	Individual/Group Counseling	65.9%
2	Attendance Record-Keeping	13.0
3	Other Activity	10.9
4	Career Guidance	4.3
5	Consultation	2.2
6	Analysis of Pupil Data	1.4
6	Supervision of Clericals	1.4
7	Administration of Discipline	.7

1983-84

RANK	ACTIVITY	PERCENT
1	Individual/Group Counseling	69.6%
2	Attendance Record-Keeping	13.2
3	Other Activity	9.1
4	Consultation	5.0
5	Career Guidance	1.7
5	Supervision of Clericals	1.7

[a] "Primary activity" is based on the self-report of counselors to indicate the activity that they spend most of their time doing on most days of their job. The mean percentage of time for these three years was slightly more than 50 percent. These data are derived from commission-administered surveys with an average return rate exceeding 80 percent. (see Sections A and B for discussions of methodology)

TABLE 6.4: TRENDS IN SECONDARY[a] ACTIVITIES OF HIGH SCHOOL COUNSELORS, RANKED BY FREQUENCY OF MENTION, DETROIT PUBLIC HIGH SCHOOLS, 1980-81, 1982-83 AND 1983-84

1980-81

RANK	ACTIVITY	PERCENT
1	Consultation	32.9%
2	Career Guidance	28.2
3	Attendance Record-Keeping	11.6
4	Analysis of Pupil Data	8.1
5	Individual/Group Counseling	7.6
6	Other Activity	4.7
7	Supervision of Clericals	4.0
8	Program Coordination	2.7
9	Administration of Discipline	.7

1982-83

RANK	ACTIVITY	PERCENT
1	Consultation	29.9%
2	Career Guidance	20.4
3	Individual/Group Counseling	15.3
4	Attendance Record-Keeping	13.1
5	Analysis of Pupil Data	9.5
6	Supervision of Clericals	3.6
6	Other Activity	3.6
7	Administration of Discipline	1.9
8	Coordination of Testing	.7
8	Program Coordination	.7

1983-84

RANK	ACTIVITY	PERCENT
1	Consultation	26.3%
2	Career Guidance	25.4
3	Individual/Group Counseling	13.6
4	Attendance Record-Keeping	10.2
5	Analysis of Pupil Data	7.6
6	Supervision of Clericals	6.0
7	Other Activity	5.1
8	Administration of Discipline	2.5
8	Program Coordination	2.5

[a] "Secondary activity" is based on the self-report of counselors to indicate the second activity that they spend most of their time doing on most days of their job. The mean percentage of time for these three years was slightly more than 20 percent. These data are derived from commission-administered surveys with an average return rate exceeding 80 percent. (see Sections [illegible] and [illegible] for discussions of methodology)

TABLE 6.5: TRENDS IN TERTIARY[a] ACTIVITIES OF HIGH SCHOOL COUNSELORS, RANKED BY FREQUENCY OF MENTION, DETROIT PUBLIC HIGH SCHOOLS, 1980-81, 1982-83, AND 1983-84

1980-81			1982-83			1983-84		
RANK	ACTIVITY	PERCENT	RANK	ACTIVITY	PERCENT	RANK	ACTIVITY	PERCENT
1	Consultation	28.2%	1	Consultation	28.9%	1	Consultation	21.7%
2	Career Guidance	19.0	2	Career Guidance	19.5	2	Career Guidance	20.9
3	Attendance Record-Keeping	14.1	3	Analysis of Pupil Data	10.9	3	Analysis of Pupil Data	16.5
3	Analysis of Pupil Data	14.1	4	Attendance Record-Keeping	10.2	4	Attendance Record-Keeping	13.0
4	Supervision of Clericals	9.9	4	Supervision of Clericals	10.2	5	Individual/Group Counseling	7.8
5	Individual/Group Counseling	4.9	5	Individual/Group Counseling	7.8	6	Coordination	7.0
6	Coordination	4.2	6	Coordination	7.0	7	Other Activity	5.2
7	Other Activity	3.5	7	Other Activity	3.9			
8	Administration of Discipline	1.4	8	In-service of Staff	1.6			
9	In-service of Staff	.7						

---

[a] "Tertiary activity" is based on the self-report of counselors to indicate the third activity they spend most of their time doing on most days of their job. The mean percentage of time for these three years are approximately 15 percent. These data are derived from commission-administered surveys with an average return rate exceeding 80 percent. (see Sections A and B for discussions of methodology)

PART 7: VOCATIONAL EDUCATION

TABLE 7.1: SUMMARY -- NUMBERS OF VOCATIONAL AND BUSINESS EDUCATION CLASSES AND PUPIL CONTACTS, AND PERCENTAGE CHANGE COMPARED TO THE 4TH FRIDAY MEMBERSHIP, DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

SCHOOL	4TH FRIDAY MEMBERSHIP 1978-79	4TH FRIDAY MEMBERSHIP 1980-81	% CHANGE	NUMBER VOCATIONAL & BUSINESS CLASSES 1978-79	NUMBER VOCATIONAL & BUSINESS CLASSES 1980-81	% CHANGE	NUMBER PUPIL CONTACTS[a] 1978-79	NUMBER PUPIL CONTACTS[a] 1980-81	% CHANGE
MURRAY-WRIGHT	3086	2578	-16.5%	127	118	- 7.1%	3104	2415	-22.2%
NORTHEASTERN	1311	1229	- 6.3	39	41	+ 5.1	959	950	- .9
NORTHERN	1425	1260	-11.6	56	52	- 7.1	1281	1084	-15.4
CHADSEY	1717	1593	- 7.2	68	55	-19.1	1331	1187	-10.8
NORTHWESTERN	2091	2058	- 1.6	63	56	-11.1	1568	1452	- 7.4
SOUTHWESTERN	1905	1628	-14.5	64	58	- 9.4	1559	1410	- 9.6
WESTERN	1798	1527	-15.1	65	53	-18.5	1593	1336	-16.1
CODY	3351	3106	- 7.3	112	101	- 9.8	2640	2569	- 2.7
MACKENZIE	2753	2512	- 8.9	80	75	- 6.3	1958	1579	-19.4
COOLEY	3117	3553	+14.0	107	93	-13.1	2897	2451	-15.4
FORD	3441	3087	-10.3	90	76	-15.6	2714	1969	-27.5
REDFORD	3486	3125	-10.4	125	109	-12.8	2999	2732	- 8.9
CENTRAL	2346	2409	+ 2.7	85	98	+15.3	2166	2311	+ 6.7
MUMFORD	2369	2269	- 4.2	67	68	+ 1.5	1724	1835	+ 6.4
OSBORN	2619	3019	+15.3	92	88	- 4.3	2383	2168	- 9.0
PERSHING	2393	2477	+ 3.5	76	85	+11.8	1939	2160	+11.4
DENBY	2275	2408	+ 5.8	57	67	+17.5	1523	1803	+18.4
FINNEY	2204	2185	- .9	84	76	- 9.5	1904	1857	- 2.5
KETTERING	2228	2270	+ 1.9	99	90	- 9.1	2477	2193	-11.5
KING	1804	1671	- 7.4	52	56	+ 7.7	1428	1455	+ 1.9
SOUTHEASTERN	2341	1803	-23.0	65	61	- 6.2	1532	1529	- .2
CASS	3701	3223	-12.9	129	125	- 3.1	3214	2934	- 8.7
RENAISSANCE	399	753	+88.7	5	5	0.0	163	149	- 8.6
TOTAL	54165	51743	- 4.5%	1807	1711	- 5.3%	45056	41528	- 7.8%

---

[a] Pupil contacts records the duplicated count of students enrolled in high school vocational classes.

TABLE 7.2: NUMBERS OF VOCATIONAL EDUCATION[a] CLASSES AND PUPIL CONTACTS,[b] AND PERCENTAGE CHANGE COMPARED TO 4TH FRIDAY MEMBERSHIP, DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

SCHOOL	4TH FRIDAY MEMBERSHIP		% CHANGE	NUMBER VOCATIONAL CLASSES		% CHANGE	NUMBER PUPIL CONTACTS[a]		% CHANGE
	1978-79	1980-81		1978-79	1980-81		1978-79	1980-81	
MURRAY WRIGHT	3086	2578	16.5%	95	92	- 3.2%	2275	1887	-17.1%
NORTHEASTERN	1311	1229	- 6.3	26	27	+ 3.8	654	633	- 3.2
NORTHERN	1425	1260	-11.6	30	31	+ 3.3	704	621	-11.8
CHADSEY	1717	1593	- 7.2	47	39	-17.0	970	867	-10.6
NORTHWESTERN	2091	2058	- 1.6	28	27	- 3.6	750	722	- 3.7
SOUTHWESTERN	1905	1628	-14.5	36	31	-13.9	848	734	-13.4
WESTERN	1798	1527	-15.1	34	33	- 2.9	852	839	- 1.5
CODY	3351	3106	- 7.3	72	77	+ 6.9	1625	1865	+14.8
MACKENZIE	2758	2512	- 8.9	42	39	- 7.1	1120	781	-30.3
COOLEY	3117	3553	+14.0	51	54	+ 5.9	1342	1412	+ 5.2
FORD	3441	3087	-10.3	51	43	-15.7	1563	1138	-27.2
REDFORD	3486	3125	-10.4	74	77	+ 4.1	1729	1903	+10.1
CENTRAL	2346	2409	+ 2.7	51	47	- 7.8	1313	1199	- 8.7
MUMFORD	2369	2269	- 4.2	27	33	+22.2	683	897	+31.3
OSBORN	2619	3019	+15.3	53	50	- 5.7	1377	1291	- 6.2
PERSHING	2393	2477	+ 3.5	44	50	+13.6	1065	1297	+21.8
DENBY	2275	2408	+ 5.8	31	33	+ 6.5	858	953	+11.1
FINNEY	2204	2185	.9	51	51	0.0	1065	1310	+23.0
KETTERING	2228	2270	+ 1.9	64	58	- 9.4	1586	1355	-14.6
KING	1804	1571	- 7.4	32	31	- 3.1	942	866	- 8.1
SOUTHEASTERN	2341	1803	-23.0	34	30	-11.8	842	786	- 6.7
CASS	3701	3223	-12.9	70	66	- 5.7	1762	1568	-11.0
RENAISSANCE	399	753	+88.7	0	0	0.0	0	0	0.0
TOTAL	54165	51743	- 4.5%	1043	1019	- 2.3%	25925	19131	- 3.9%

5-3

---

[a] Does not include Business Education. See Table 7.1 below.

[b] Pupil contacts records the duplicated count of students enrolled in high school vocational classes.

BEST COPY

TABLE 7.3: NUMBERS OF BUSINESS EDUCATION[a] CLASSES AND PUPIL CONTACTS, AND PERCENTAGE CHANGE COMPARED TO 4TH FRIDAY MEMBERSHIP, DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

SCHOOL	4TH FRIDAY MEMBERSHIP 1978-79	4TH FRIDAY MEMBERSHIP 1980-81	% CHANGE	NUMBER BUSINESS CLASSES 1978-79	NUMBER BUSINESS CLASSES 1980-81	% CHANGE	NUMBER PUPIL CONTACTS[b] 1978-79	NUMBER PUPIL CONTACTS[b] 1980-81	% CHANGE
MURRAY WRIGHT	3086	2578	-16.5%	32	26	-18.8%	[illegible]	[illegible]	-36.3%
NORTHEASTERN	1311	1229	- 6.3	13	14	+ 7.7	305	317	+ 3.9
NORTHERN	1425	1260	-11.6	26	21	-19.2	577	463	-19.8
CHADSEY	1717	1593	- 7.2	21	16	-23.8	361	325	-11.4
NORTHWESTERN	2091	2058	- 1.6	35	29	-17.1	810	730	-10.8
SOUTHWESTERN	1905	1628	-14.5	28	27	- 3.6	711	676	- 4.9
WESTERN	1798	1527	-15.1	31	20	-35.5	741	497	-32.9
CODY	3351	3106	- 7.3	40	29	-27.5	1015	704	-30.6
MACKENZIE	2758	[illegible]	8.9	38	36	- 5.3	838	798	- 4.8
COOLEY	3117	3553	+14.0	56	39	-30.4	1556	1039	-33.2
FORD	3441	3087	-10.3	39	33	-15.4	1151	831	-27.8
REDFORD	3486	3125	-10.4	51	32	-37.3	1270	829	-34.7
CENTRAL	2346	2409	+ 2.7	34	51	+50.0	853	1112	+30.4
MUMFORD	2369	2269	- 4.2	40	35	-12.5	1041	938	- 9.9
OSBORN	2619	3019	+15.3	39	38	- 2.6	1006	877	-12.8
PERSHING	2393	2477	+ 3.5	32	35	+ 9.4	874	863	- 1.3
DENBY	2275	2408	+ 5.8	26	34	+30.8	665	850	+27.8
FINNEY	2204	2185	.9	33	25	-24.2	839	547	-34.8
KETTERING	2228	2270	+ 1.9	35	32	- 8.6	891	838	- 5.9
KING	1804	1671	- 7.4	20	25	+25.0	486	589	+21.2
SOUTHEASTERN	2341	1803	-23.0	31	31	0.0	690	743	+ 7.7
CASS	3701	3223	-12.9	59	59	0.0	1451	1366	- 5.9
RENAISSANCE	[illegible]	753	+88.7	5	5	0.0	163	149	- 8.6
TOTAL	54165	51743	- 4.5%	764	692	- 9.4%	19131	16604	-13.2%

---

[a] Does not include Vocational Education. See Table 7.2 above.

[b] Pupil contacts records the duplicated count of students enrolled in high school business education classes.

BEST COPY

TABLE 7.4: SUMMARY—INDICES OF OPPORTUNITIES FOR PARTICIPATION[a] IN PREVOCATIONAL, VOCATIONAL AND COOPERATIVE EDUCATION PROGRAMS,[b] DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

	PREVOCATIONAL			VOCATIONAL			COOPERATIVE EDUCATION		
SCHOOL	1978-79	1980-81	CHANGE[c]	1978-79	1980-81	CHANGE[c]	1978-79	1980-81	CHANGE[c]
MURRAY-WRIGHT	2.5	2.2	+ .3	1.8	2.2	- .4	1.8	2.6	- .8
NORTHEASTERN	2.8	3.3	- .5	3.7	3.7	0.0	5.0	3.7	+1.3
NORTHERN	2.5	3.1	- .6	2.3	2.9	- .6	2.0	3.2	-1.2
CHADSEY	2.3	3.0	- .7	2.2	2.6	- .4	2.4	[illegible]	- .5
NORTHWESTERN	2.1	2.8	- .7	2.0	2.7	- .7	2.4	2.0	+ .4
SOUTHWESTERN	3.4	3.4	0.0	2.5	3.4	- .9	2.0	2.9	- .9
WESTERN	2.7	3.2	- .5	2.2	3.2	-1.0	1.9	3.6	-1.7
CODY	2.1	2.2	- .1	2.0	2.3	- .3	1.2	2.4	-1.2
MACKENZIE	2.9	2.9	0.0	2.0	2.4	- .4	2.2	3.2	-1.0
COOLEY	2.0	2.4	- .4	1.9	2.7	- .8	1.7	3.0	-1.3
FORD	2.9	3.0	- .1	3.0	3.0	0.0	1.9	3.1	-1.2
REDFORD	2.8	2.5	[illegible]	2.6	2.7	- .1	2.9	2.7	+ .2
CENTRAL	2.5	2.8	- .3	2.6	2.4	+ .2	2.5	2.7	[illegible]
MUMFORD	3.6	3.2	+ .4	2.6	3.5	- .9	2.1	3.1	[illegible]
OSBORN	2.9	3.1	- .2	2.9	3.3	- .4	2.9	3.8	- .9
PERSHING	1.9	2.6	- .7	1.7	3.0	-1.3	1.9	3.1	-1.2
DENBY	3.0	3.1	- .1	2.7	2.9	- .2	2.5	2.8	- .3
FINNEY	2.8	3.5	- .7	2.4	2.9	- .5	[illegible]	3.6	- .8
KETTERING	2.1	3.0	- .9	1.9	3.4	-1.5	1.7	3.8	-2.1
KING	2.0	2.9	- .9	2.3	3.1	- .8	2.3	2.3	0.0
SOUTHEASTERN	2.2	2.5	- .3	2.0	2.3	- .3	3.0	2.6	+ .4
CASS TECH	2.1	2.2	- .1	1.8	2.2	- .4	2.2	2.4	- .2
RENAISSANCE	*	*	*	*	*	*	*	*	*
AERO MECHANICS	2.4	3.5	-1.1	1.8	1.0	+ .8	2.0	2.5	+ .5
TOTAL	2.5	2.9	- .3	2.3	2.8	- .5	2.3	3.0	- .7

* Renaissance High School is a selected admissions, college preparatory school. Because there is only one teacher in Business Education, no indices were derived for this high school.

** Insufficient data due to low response rate.

[a] The indices were derived from vocational education teacher ratings of student opportunities for participation in three levels of the vocational education curriculum--prevocational (or prerequisite) courses, vocational (i.e., state-reimbursable) courses, and cooperative education courses. Survey returns approached 95% in each of the two school years.

Low values for these indices reflect strong opportunities for participation. High values reflect unsatisfactory opportunities. See scale below.

[b] The "Summary" includes ratings for a) Business Education, b) Trade & Industrial Education, and c) Home Economics (wage & non-wage) Education. See below for separate tables of indices for each of these curricular areas.

[c] Positive (+) change indicates that teachers rate student opportunities for participation as better in 1980-81 than in 1978-79. Negative (-) change indicates fewer opportunities for participation in the second assessment.

1.0 3.0 5.0

EXCEPTIONALLY STRONG — SATISFACTORY — UNSATISFACTORY

BEST COPY

TABLE 7.5: BUSINESS EDUCATION—INDICES OF OPPORTUNITIES FOR PARTICIPATION[a] IN PREVOCATIONAL, VOCATIONAL AND COOPERATIVE EDUCATION PROGRAMS,[b] DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

SCHOOL	PREVOCATIONAL			VOCATIONAL			COOPERATIVE EDUCATION		
	1978-79	1980-81	CHANGE[b]	1978-79	1980-81	CHANGE[b]	1978-79	1980-81	CHANGE[b]
MURRAY-WRIGHT	2.7	2.0	+ .7	1.7	2.5	- .8	1.3	1.8	- .5
NORTHEASTERN	5.0	3.8	+1.2	3.5	4.3	- .8	5.0	3.5	+1.5
NORTHERN	2.4	3.0	- .6	2.6	3.0	- .4	2.2	2.8	- .6
CHADSEY	2.2	2.0	+ .2	2.2	2.6	- .4	2.0	3.0	-1.0
NORTHWESTERN	2.8	2.3	+ .5	1.5	3.3	-1.8	2.2	2.4	- .2
SOUTHWESTERN	3.7	3.8	- .1	2.7	3.8	-1.1	3.5	3.0	+ .5
WESTERN	3.0	3.2	- .2	2.3	3.4	-1.1	1.9	2.6	- .7
CODY	2.0	1.7	+ .3	1.7	1.7	0.0	1.7	1.6	+ .1
MACKENZIE	2.7	2.4	+ .3	2.1	2.3	- .2	2.4	2.1	+ .3
COOLEY	1.7	2.3	- .6	1.9	2.4	- .5	1.8	2.4	- .6
FORD	3.1	2.0	+1.1	2.3	2.2	+ .1	1.9	2.2	- .3
REDFORD	2.6	2.6	0.0	2.2	2.6	- .4	1.6	2.3	- .7
CENTRAL	2.7	2.3	+ .4	2.0	2.1	- .1	2.0	1.8	+ .2
MUMFORD	2.8	2.8	0.0	2.6	3.2	- .6	2.1	2.7	- .6
OSBORN	3.0	3.6	- .6	2.6	3.0	- .4	1.4	3.0	-1.6
PERSHING	1.9	2.2	- .3	1.3	2.4	-1.1	2.4	1.5	+ .9
DENBY	2.5	2.4	+ .1	2.0	2.9	- .9	2.7	2.0	+ .7
FINNEY	2.5	4.0	-1.5	2.3	3.6	-1.3	2.4	3.1	- .7
KETTERING	1.3	2.3	-1.0	2.3	2.8	- .5	1.7	3.0	-1.3
KING	1.9	2.0	- .1	1.3	2.5	-1.2	2.7	1.8	+ .9
SOUTHEASTERN	1.3	2.8	-1.5	1.5	2.4	- .9	1.6	2.4	- .8
CASS TECH	2.3	1.7	+ .6	1.5	1.7	- .2	1.6	1.5	+ .1
RENAISSANCE	*	*	*	*	*	*	*	*	*
AERO MECHANICS	na	na		na	na		na	na	
TOTAL	2.6	2.6	0.0	2.1	2.8	- .7	2.2	2.4	- .2

---

* *Renaissance High School is a selected admissions, college preparatory school. Because there is only one teacher in Business Education, no indices were derived for this high school.*

** *Insufficient data due to low response rate.*

[a] *See footnote a to Table 7.4 above.*

[b] *See footnote c to Table 7.4 above.*

1.0	3.0	5.0
EXCEPTIONALLY STRONG	SATISFACTORY	UNSATISFACTORY

591

TABLE 7.6: TRADE AND INDUSTRIAL EDUCATION—INDICES OF OPPORTUNITIES FOR PARTICIPATION[a] IN PREVOCATIONAL, VOCATIONAL AND COOPERATION EDUCATION PROGRAMS,[b] DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

	PREVOCATIONAL			VOCATIONAL			COOPERATIVE EDUCATION		
SCHOOL	1978-79	1980-81	CHANGE	1978-79	1980-81	CHANGE	1978-79	1980-81	CHANGE
MURRAY-WRIGHT	2.0	3.0	-1.0	1.7	3.0	-1.3	2.1	3.8	-1.7
NORTHEASTERN	2.4	2.5	- .1	3.3	3.3	0.0	5.0	4.0	+1.0
NORTHERN	2.5	3.7	-1.2	1.0	2.3	-1.3	1.0	2.0	-1.0
CHADSEY	2.4	3.2	- .8	2.0	2.8	- .8	2.5	3.2	- .7
NORTHWESTERN	2.0	2.3	- .3	2.[illegible]	2.0	0.0	5.0	4.0	+1.0
SOUTHWESTERN	3.0	3.3	- .3	2.5	3.3	- .8	5.0	2.[illegible]	+[illegible].2
WESTERN	2.3	2.8	- .5	2.0	2.8	- .8	3.5	4.8	-1.[illegible]
CODY	2.2	2.3	- .1	1.7	2.7	-1.0	5.0	3.7	+1.3
MACKENZIE	3.5	3.5	0.0	2.0	3.0	-1.0	5.0	5.0	0.0
COOLEY	2.3	2.5	- .2	2.2	3.3	-1.1	2.2	4.0	-1.8
FORD	2.5	2.7	- .2	2.5	3.3	- .8	2.2	3.0	- .8
REDFORD	2.9	3.7	- .8	3.0	3.0	0.0	3.7	3.0	+ .7
CENTRAL	3.3	4.3	-1.0	2.7	3.5	- .8	3.5	4.0	- .5
MUMFORD	2.7	3.0	- .3	5.0	4.0	+1.0	5.0	3.5	+1.5
OSBORN	2.8	2.7	+ .1	3.0	3.3	- .3	3.5	4.3	- .8
PERSHING	**	**	**	**	**	**	**	**	**
DENBY	4.0	4.0	0.0	5.0	3.0	+2.0	2.7	4.0	-[illegible].3
FINNEY	**	**	**	**	**	**	**	**	**
KETTERING	2.4	4.0	-1.[illegible]	2.0	3.8	-1.8	2.5	4.2	-1.7
KING	5.0	5.0	0.0	2.5	5.0	-2.5	2.0	5.0	-3.0
SOUTHEASTERN	**	**	**	**	**	**	**	**	**
CASS TECH	2.2	2.2	0.0	1.8	2.2	- .4	2.7	3.1	- .4
RENAISSANCE	*	*	*	*	*	*	*	*	*
AERO MECHANICS	2.4	3.5	-1.1	1.8	1.0	+ .8	2.0	2.5	+ .5
TOTAL	2.7	3.2	- .5	2.5	3.0	- .5	3.3	3.7	- .4

* Renaissance High School is a selected admissions, college preparatory school. Because there is only one teacher in Business Education, no indices were derived for this school.

** Insufficient data due to low response rate.

[a] See footnote a to Table 7.4 above.

[b] See footnote c to Table 7.4 above.

1.0	3.0	5.0
EXCEPTIONALLY STRONG	SATISFACTORY	UNSATISFACTORY

BEST COPY

TABLE 7.7: HOME ECONOMICS (WAGE AND NON-WAGE)—INDICES OF OPPORTUNITIES FOR PARTICIPATION[a] IN PRE-VOCATIONAL, VOCATIONAL AND COOPERATIVE EDUCATION PROGRAMS,[b] DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

	PREVOCATIONAL			VOCATIONAL			COOPERATIVE EDUCATION		
SCHOOL	1978-79	1980-81	CHANGE[b]	1978-79	1980-81	CHANGE[b]	1978-79	1980-81	CHANGE[b]
MURRAY-WRIGHT	2.8	2.0	+ .8	2.0	2.2	- .2	1.9	2.7	- .8
NORTHEASTERN	**	**	**	**	**	**	**	**	**
NORTHERN	2.7	3.0	- .3	3.0	3.5	- .5	3.0	4.5	-1.5
CHADSEY	2.3	3.0	- .7	2.0	2.5	- .5	3.0	2.5	+ .5
NORTHWESTERN	1.4	3.5	-2.1	1.7	2.5	- .8	2.7	3.8	-1.1
SOUTHWESTERN	3.0	3.0	0.0	5.0	3.0	+2.0	5.0	3.0	+2.0
WESTERN	5.0	4.0	+1.0	5.0	3.7	+1.3	5.0	4.3	+ .7
CODY	2.0	2.7	- .7	2.4	2.9	- .5	1.8	2.7	- .9
MACKENZIE	3.5	3.3	+ .2	1.7	2.4	- .7	3.5	4.5	-1.0
COOLEY	**	**	**	**	**	**	**	**	**
FORD	2.7	3.8	-1.1	2.5	3.5	-1.0	5.0	4.5	+ .5
REDFORD	**	**	**	**	**	**	**	**	**
CENTRAL	2.0	2.7	- .7	3.0	3.0	0.0	2.0	4.3	-2.3
MUMFORD	4.0	4.0	0.0	2.4	3.8	-1.4	5.0	4.0	+1.0
OSBORN	2.5	2.5	0.0	3.0	3.3	- .3	3.7	4.3	- .6
PERSHING	2.5	3.3	- .8	2.7	4.3	-1.6	2.6	4.0	-1.4
DENBY	**	**	**	**	**	**	**	**	**
FINNEY	2.8	3.2	- .4	2.2	2.0	+ .2	2.5	3.1	- .6
KETTERING	2.2	3.3	-1.1	2.1	4.0	-1.9	1.7	4.3	-2.6
KING	**	**	**	**	**	**	**	**	**
SOUTHEASTERN	**	**	**	**	**	**	**	**	**
CASS TECH	2.7	3.3	- .6	3.0	3.5	- .5	3.0	3.8	- .8
RENAISSANCE	*	*	*	*	*	*	*	*	*
AERO MECHANICS	na	na		na	na		na	na	
TOTAL	2.8	3.2	- .4	2.7	3.1	- .4	3.2	3.8	- .6

* *Renaissance High School is a selected admissions, college preparatory school. Because there is only one teacher in Business Education, no indices were derived for this high school.*

** *Insufficient data due to low response rate.*

[a] *See footnote a to Table 7.4 above.*

[b] *See footnote c to Table 7.4 above.*

1.0 . . . . 3.0 . . . . 5.0

EXCEPTIONALLY STRONG — SATISFACTORY — UNSATISFACTORY

BEST COPY

TABLE 7.8: ADVISORY COMMITTEE AND OCCUPATIONAL COMMITTEE[a] MEETINGS BY SEMESTER, DETROIT AREA VOCATIONAL-TECHNICAL CENTERS, 1983-84

	ADVISORY COMMITTEE MEETINGS			OCCUPATIONAL COMMITTEE MEETINGS		
CENTER	FALL	SPRING	TOTAL	FALL	SPRING	TOTAL
BREITHAUPT	4	5	9	--	--	0
CROCKETT	1	1	2	8	15	23
DAVIS	2	2	4	--	--	0
GOLIGHTLY	1	2	3	--	1	1
RANDOLPH	3	2	5	2	2	4
TOTAL	11	12	23	10	18	28

[a] "General advisory committees" focus on concerns of common interest to all area center programs. Members are representatives of business, industry, labor, government, education, and the community. "Occupational committees" function for each program or curricular area. Members have a more specific role and frequently work with program department heads or instructors, assisting with planning, evaluating, and making recommendations.

Each area center structures the workings of its committees differently. For example, each of Crockett's nine occupational committees meets separately and usually monthly, and its general advisory committee meets once each semester; in contrast Davis does not utilize separate occupational committees, but rather has its general advisory committee serving this purpose. (see also discussion in Section B)

TABLE 7.9: AREA VOCATIONAL-TECHNICAL CENTER ENROLLMENTS AND CAPACITY,[a] DETROIT PUBLIC SCHOOLS, 1980-81 TO 1984-85

CENTER	1978 PROPOSED CAPACITY[c]	1980-81			1981-82			1982-83			1983-84			1984-85		
		CAPACITY	MEMBERS	PERCENT	CAPACITY	MEMBERS	PERCENT	CAPACITY	MEMBERS	PERCENT	CAPACITY	MEMBERS	PERCENT	CAPACITY	MEMBERS	PERCENT
CROCKETT	1320	1260	b		1244	b		1050	1056	101%	1050	1045	100%	910	876	96%
BREITHAUPT	1500	a			1500	b		1180	807	68%	1178	[illegible]	57%	1178	795	67%
DAVIS	330	a			a			250	123	49%	200	148	74%	200	111	56%
GOLIGHTLY	1920	a			a			1436	806	56%	1436	[illegible]	71%	1436	986	69%
RANDOLPH	1560	a			1604	b		1168	893	76%	1168	878	75%	1168	787	67%
TOTAL	6630	1260	b		4348	b		5084	3685	72%	5032	3772	75%	4892	3555	73%

[a] Although the 1975 court order and plans submitted by the Detroit Public Schools envisioned that all area vocational-technical centers would be operational with an enrollment of approximately 10,000 students by 1978, these centers were not yet open.

[b] Missing data.

[c] Operating student capacity for the Detroit area vocational-technical centers has not been constant. The joint plan originally submitted by the Detroit Board and the State Board of Education planned for an enrollment of approximately 10,000 and contemplated that occupational training would be available for at least 67 percent of the projected grade 11 and 12 enrollment through 1985. By 1978, official bond documents of the Detroit Board indicated a total student enrollment of 6630 for the area centers. As construction proceeded operating capacity figures were modified.

BEST COPY

TABLE 7.10: AREA VOCATIONAL-TECHNICAL CENTER ENROLLMENTS, BY SEX AND PERCENT BLACK,[a] DETROIT PUBLIC SCHOOLS, 1982-83 TO 1984-85

CENTER	1982-83				1983-84				1984-85			
	MALE	FEMALE	ENROLLMENT	(% BLK)	MALE	FEMALE	ENROLLMENT	(% BLK)	MALE	FEMALE	ENROLLMENT	(% BLK)
CROCKETT	266	790	1056	90%	241	804	1045	93%	203	673	876	91%
BREITHAUPT	689	118	807	86	552	125	677	87	631	164	795	81
DAVIS	107	16	123	89	125	23	148	93	98	13	111	91
GOLIGHTLY	548	258	806	88	696	328	1024	90	667	319	986	93
RANDOLPH	596	297	893	90	543	335	878	92	497	290	787	93
TOTAL	2206	[illegible]	3685	89%	2157	1615	3772	91%	2096	1459	3555	90%

[a] Remedial guidelines issued by the court in 1975 required that the Detroit area vocational-technical centers maintain a controlled racial mix, initially no less than 40 percent black. Thereafter, student composition was to conform to the court's guidelines, which identified any school between 30 and [illegible] percent black as desegregated. (see also Table 7.9 below)

BEST COPY

TABLE 7.11: JOB PLACEMENTS OF DETROIT AREA VOCATIONAL-TECHNICAL CENTER STUDENTS, BY RELATED EMPLOYMENT AND AS PERCENT OF STUDENTS AVAILABLE FOR PLACEMENT, FOR THE PERIOD BEGINNING JUNE 1983 AND ENDING MARCH 1984

CENTER	AVAILABLE GRADS[a]	PLACEMENTS[b]							
		RELATED[b]	PERCENT GRADS	PERCENT PLACEMENTS	NONRELATED[b]	PERCENT GRADS	PERCENT PLACEMENTS	TOTAL	PERCENT GRADS
CROCKETT	436	227	52%	93%	18	4%	7%	245	56%
BREITHAUPT	348	158	45%	68%	73	21%	32%	231	66%
DAVIS	62	40	65%	83%	8	13%	17%	48	77%
GOLIGHTLY	307	55	18%	59%	38	12%	41%	93	30%
RANDOLPH[c]	384	314	82%	73%	118	31%	27%	432	113%
TOTAL	1537	794	52%	76%	255	17%	24%	1049	68%

[a] "Available grads" indicates the number of students who had completed particular program requirements and who had registered for placement assistance at an area vocational-technical center. Detroit Public Schools sources, from which the above data have been adapted, do not identify students by year of graduation. ("Statistical Summary for Period Beginning June 1983 and Ending March 1984") Consequently, although it is likely that most of these students were 1983 graduates, graduates from other years may also be included, as was apparently the case with Randolph.

Also, readers are cautioned that Detroit Public Schools data do not indicate whether students placed count the same pool that was identified as "available grads." In the case of one area center, it is likely that some students, other than those identified as available, were included in the data regarding placements.

[b] Detroit Public Schools data do not distinguish between students placed and number of placements. As a consequence, "placements" may include multiple jobs held by individual students during the period beginning June 1983 and ending March 1984, and column totals may inflate the actual number of students finding employment. Detroit Public Schools data do not define "related" and "non-related." Judgements regarding these designations were made by job developers at each area center. (see also discussion in Section B)

[c] Although only the notes to the data for Randolph center explain that students "placed" included temporary and summer job placements, as well as multiple placements per student, it is the commission's understanding that all centers included such student placements in their totals.

PART 8: BILINGUAL EDUCATION

TABLE 8.1: NUMBERS OF INSTRUCTIONAL STAFF, STUDENTS IDENTIFIED AS ELIGIBLE FOR BILINGUAL INSTRUCTION, AND TYPE OF SERVICES PROVIDED, FOR DETROIT PUBLIC HIGH SCHOOLS REPORTING DATA, 1980-81[a]

SCHOOL	CERTIFIED TEACHERS[b]	TECHNICIANS/ SCH. SERVICE ASSISTANTS[c]		"ELIGIBLE" STUDENTS[d]					LISTED SERVICES[e]	
	LANGUAGE	#	LANGUAGE	#	LANGUAGE	#	LANGUAGE	TOTAL	# BILINGUAL	# ESL
SOUTHWESTERN	1 ARABIC 1 SPANISH	1 1	ARABIC SPANISH	32 1 1 1	ARABIC CANTONESE GERMAN ITALIAN	66 1 1	SPANISH TURK URDU	105	105	0
WESTERN	1 ARABIC 1 JAPANESE 4 SPANISH	2	SPANISH	18 243	ARABIC SPANISH	(1 (2 (2	AMERICAN-INDIAN)* VIETNAMESE/CHINESE)* MALTESE)*	261 (5)*	259	2
CODY	1 *(no language listed)*	0		8 1 1 4 1	ARABIC CANTONESE ITALIAN KOREAN MALTESE	1 8 1 5	POLISH SPANISH SERBO-CROATIAN TAGALOG	30	8	22
OSBORN	1 SPANISH *(seeking endorsement)*	0		6 1 3 1 11	ARABIC HMONG ITALIAN KOREAN LAOTIAN	1 3 3 2 2	POLISH SERBO-CROATIAN SPANISH THAI URDU	33	3	30
PERSHING	1 CHALDEAN, ARABIC 1 CHALDEAN, ARABIC, FRENCH 1 FRENCH, ARABIC 1 SPANISH, FRENCH	0		99 2 2 54	ARABIC ARMENIAN ASSYRIAN CHALDEAN	1 2 3	MALAYAN SPANISH *(missing)*	163	163	0
DENBY	1 YUGOSLAVIAN	0		(9 (1 (3	ARABIC)** HINDI)** ITALIAN)**	(3 (1 (3	SPANISH)** URDU)** YUGOSLAVIAN)**	(20)**	*(missing)*	*(missing)*
FINNEY	1 ITALIAN, GREEK, SPANISH	0		5 1 3 1 5	ARABIC CHALDEAN FILIPINO FRENCH GREEK	1 8 1 2 1	HINDI ITALIAN KOREAN SPANISH TAGALOG	28	15	13
KETTERING	1 SPANISH	0		1 5 1	GREEK LAOTIAN SPANISH			7	1	6

---

* *Teachers in this school also reported these additional students not included in the school's master list.*

** *School did not submit a master list. Teachers listed these students.*

[a] *All data as reported by Detroit public high schools.*

[b] *State of Michigan guidelines require that teachers in bilingual education classes obtain a special endorsement to their teaching certificates. Where a teacher is enrolled in a certified bilingual education endorsement program, the "seeking endorsement" designation is given.*

[c] *"Technicians" and "School-Service Assistants" are non-certified, para-professional staff who are employed by the Detroit Public Schools to assist regular teachers in bilingual education programs.*

[d] *"Eligible Students" are those students who have been reported eligible by the high school, and who are supposed to meet criteria established by the State of Michigan.*

[e] *"Listed Services", either Bilingual or ESL, provided by the local high school. See summary for a discussion regarding the appropriateness of the "bilingual" designation for these services.*

PART 9: CRITERIA-BASED INDICES

TABLE 9.1: COMPARISON OF CRITERIA-BASED ASSESSMENT INDICES[a] OF THE DETROIT PUBLIC HIGH SCHOOLS, SUMMARY SCORES, 1980-81

SCHOOL	INDEX I. ASSESSMENT[b] ABILITY TO RESPOND	INDEX II. ASSESSMENT[c] ADEQUACY OF RESPONSE	INDEX III. ASSESSMENT[d] COMPLIANCE WITH CRITERIA
MURRAY-WRIGHT	.95	.73	.32
NORTHEASTERN	.81	.65	.07
NORTHERN	.87	.64	.10
CHADSEY	.93	.43	.44
NORTHWESTERN	.89	.72	.38
SOUTHWESTERN	.96	.71	.40
WESTERN	.92	.73	.33
CODY	.98	.69	.40
MACKENZIE	.86	.53	.19
COOLEY	.97	.55	.21
FORD	.76	.54	.23
REDFORD	.87	.61	.27
CENTRAL	.94	.78	.24
MUMFORD	.85	.71	.18
OSBORN	.79	.46	-.09
PERSHING	.91	.50	.13
DENBY	.98	.82	.38
FINNEY	.96	.79	.19
KETTERING	.99	.84	.19
KING	.41	.31	.33
SOUTHEASTERN	.84	.39	.06
CASS TECH	.98	.70	.36
RENAISSANCE	.78	.53	.54
DAVIS (AERO MECH)[e]			
AVERAGE	.88	.63	.26

[a] These summary data are derived from several thousand items of information assessed by the Monitoring Commission in each of Detroit's public high schools during the 1980-81 school year. These data numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students. (see Section A above for a discussion of methodology) (see also tables following for summary scores for each of the court-ordered educational components)

[b] Index I reflects the school's demonstrated ability to respond to the commission's inquiry about the all of the court-ordered education components.

[c] Index II provides a score reflecting the adequacy of each school's responses to inquiries about all of the components.

[d] Index III reflects each school's success in delivering the components to students.

[e] No assessment was conducted in Davis (Aero Mechanics High School).

TABLE 9.2: COMPARISON OF CRITERIA-BASED ASSESSMENT INDICES[a]
OF THE DETROIT PUBLIC HIGH SCHOOLS, BILINGUAL
EDUCATION COMPONENT, 1980-81

SCHOOL	INDEX I.[b] ABILITY TO RESPOND	INDEX II.[c] ADEQUACY OF RESPONSE	INDEX III.[d] COMPLIANCE WITH CRITERIA
MURRAY-WRIGHT	.88	0.00	-.22
NORTHEASTERN	.93	-.09	-.12
NORTHERN	0.00	0.00	0.00
CHADSEY	1.00	-.23	.31
NORTHWESTERN	.14	.15	0.00
SOUTHWESTERN	1.00	.83	0.00
WESTERN	1.00	1.00	.32
CODY	1.00	.23	-.18
MACKENZIE	-.05	-.17	0.00
COOLEY	1.00	.18	-.25
FORD	0.00	0.00	0.00
REDFORD	.10	.15	0.00
CENTRAL	.94	0.00	0.00
MUMFORD	0.00	0.00	0.00
OSBORN	.63	.27	-.09
PERSHING	1.00	0.00	.16
DENBY	1.00	.36	0.00
FINNEY	1.00	.56	.09
KETTERING	1.00	.36	0.00
KING	0.00	0.00	0.00
SOUTHEASTERN	.67	0.00	0.00
CASS TECH	0.00	-.45	-.38
RENAISSANCE	0.00	0.00	0.00
DAVIS (AERO MECH)[e]			
AVERAGE	.58	.14	-.02

[a] These summary data are derived from several thousand items of information assessed by the Monitoring Commission in each of Detroit's public high schools during the 1980-81 school year. These data numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students. (see Section A above for a discussion of methodology) (see also Table 9.1 above for summary scores)

[b] Index I reflects the school's demonstrated ability to respond to the commission's inquiry about the particular court-ordered education component.

[c] Index II provides another score reflecting the adequacy of each school's responses to inquiries about each component.

[d] Index III, for each component, reflects each school's success in delivering each component to students.

[e] No assessment was conducted in Davis (Aero Mechanics High School).

TABLE 9.3: COMPARISON OF CRITERIA-BASED ASSESSMENT INDICES[a] OF THE DETROIT PUBLIC HIGH SCHOOLS, COUNSELING AND CAREER GUIDANCE COMPONENT, 1980-81

SCHOOL	INDEX I.[b] ABILITY TO RESPOND	INDEX II.[c] ADEQUACY OF RESPONSE	INDEX III.[d] COMPLIANCE WITH CRITERIA
MURRAY-WRIGHT	1.00	.84	.25
NORTHEASTERN	.80	.68	.57
NORTHERN	.97	.84	.19
CHADSEY	1.00	1.00	.72
NORTHWESTERN	.83	.41	.55
SOUTHWESTERN	.94	.84	.68
WESTERN	1.00	.83	.43
CODY	.94	.81	.64
MACKENZIE	.94	.68	.42
COOLEY	[e]	[e]	.30
FORD	1.00	.74	.45
REDFORD	.94	.79	.25
CENTRAL	1.00	.77	.64
MUMFORD	1.00	.90	.57
OSBORN	.94	.42	-.11
PERSHING	.94	.52	.19
DENBY	.88	.74	.57
FINNEY	.83	.58	.40
KETTERING	.97	.69	.37
KING	.97	.61	.68
SOUTHEASTERN	.97	.76	-.06
CASS TECH	1.00	.94	.64
RENAISSANCE	.90	.71	.75
DAVIS (AERO MECH)[f]			
AVERAGE	.94	.73	.44

---

[a] These summary data are derived from several thousand items of information assessed by the Monitoring Commission in each of Detroit's public high schools during the 1980-81 school year. These data numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students. (see Section A above for a discussion of methodology) (see also Table 9.1 above for summary scores)

[b] Index I reflects the school's demonstrated ability to respond to the commission's inquiry about the particular court-ordered education component.

[c] Index II provides another score reflecting the adequacy of each school's responses to inquiries about each component.

[d] Index III, for each component, reflects each school's success in delivering each component to students.

[e] Missing data.

[f] No assessment was conducted in Davis (Aero Mechanics High School).

TABLE 9.4: COMPARISON OF CRITERIA-BASED ASSESSMENT INDICES[a] OF THE DETROIT PUBLIC HIGH SCHOOLS, INSERVICE TRAINING COMPONENT, 1980-81

SCHOOL	INDEX I.[b] ABILITY TO RESPOND	INDEX II.[c] ADEQUACY OF RESPONSE	INDEX III.[d] COMPLIANCE WITH CRITERIA
MURRAY-WRIGHT	1.00	.56	
NORTHEASTERN	.96	.67	
NORTHERN	1.00	.63	
CHADSEY	.88	-.28	
NORTHWESTERN	1.00	1.00	
SOUTHWESTERN	1.00	.83	
WESTERN	1.00	1.00	
CODY	1.00	.86	
MACKENZIE	1.00	.63	
COOLEY	1.00	1.00	
FORD	.00	.00	
REDFORD	.96	.59	
CENTRAL	.77	.87	
MUMFORD	1.00	.81	
OSBORN	.97	.88	
PERSHING	.97	.26	
DENBY	1.00	1.00	
FINNEY	1.00	1.00	
KETTERING	1.00	1.00	
KING	1.00	.63	
SOUTHEASTERN	1.00	-.10	
CASS TECH	1.00	1.00	
RENAISSANCE	1.00	.18	
DAVIS (AERO MECH)[e]			
AVERAGE	.89	.63	

[a] These summary data are derived from several thousand items of information assessed by the Monitoring Commission in each of Detroit's public high schools during the 1980-81 school year. These data numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students. (see Section A above for a discussion of methodology) (see also Table 9.1 above for summary scores)

[b] Index I reflects the school's demonstrated ability to respond to the commission's inquiry about the particular court-ordered education component.

[c] Index II provides another score reflecting the adequacy of each school's responses to inquiries about each component.

[d] Index III, for each component, reflects each school's success in delivering each component to students. Index III assessments were not derived for the Inservice Training component. No criteria were applied to this component because no evidence was available to assess the results of inservice training.

[e] No assessment was conducted in Davis (Aero Mechanics High School).

TABLE 9.5: COMPARISON OF CRITERIA-BASED ASSESSMENT INDICES[a] OF THE DETROIT PUBLIC HIGH SCHOOLS, VOCATIONAL EDUCATION COMPONENT, 1980-81

SCHOOL	INDEX I.[b] ABILITY TO RESPOND	INDEX II.[c] ADEQUACY OF RESPONSE	INDEX III.[d] COMPLIANCE WITH CRITERIA
MURRAY-WRIGHT	1.00	.91	.44
NORTHEASTERN	1.00	.91	.17
NORTHERN	1.00	.48	.17
CHADSEY	1.00	.83	.58
NORTHWESTERN	1.00	.91	.50
SOUTHWESTERN	1.00	.48	.03
WESTERN	1.00	1.00	.42
CODY	.94	[illegible]	.67
MACKENZIE	.92	.52	-.06
COOLEY	.87	.70	.47
FORD	0.00	0.00	.20
REDFORD	1.00	.57	.44
CENTRAL	1.00	.48	.25
MUMFORD	1.00	.65	-.05
OSBORN	.93	.61	-.03
PERSHING	1.00	.91	.19
DENBY	1.00	.83	.23
FINNEY	1.00	.65	.14
KETTERING	.96	.87	.22
KING	1.00	.91	.33
SOUTHEASTERN	1.00	.74	.13
CASS TECH	1.00	.57	.27
RENAISSANCE	.09	-.04	0.00
DAVIS (AERO MECH)[e]			
AVERAGE	.86	.63	.23

[a] These summary data are derived from several thousand items of information assessed by the Monitoring Commission in each of Detroit's public high schools during the 1980-81 school year. These data numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students. (see Section A above for a discussion of methodology) (see also Table 9.1 above for summary scores)

[b] Index I reflects the school's demonstrated ability to respond to the commission's inquiry about the particular court-ordered education component.

[c] Index II provides another score reflecting the adequacy of each school's responses to inquiries about each component.

[d] Index III, for each component, reflects each school's success in delivering each component to students.

[e] No assessment was conducted in Davis (Aero Mechanics High School).

TABLE 9.6: COMPARISON OF CRITERIA-BASED ASSESSMENT INDICES[a] OF THE DETROIT PUBLIC HIGH SCHOOLS, SCHOOL-COMMUNITY RELATIONS COMPONENT, 1980-81

SCHOOL	INDEX I.[b] ABILITY TO RESPOND	INDEX II.[c] ADEQUACY OF RESPONSE	INDEX III.[d] COMPLIANCE WITH CRITERIA
MURRAY-WRIGHT	1.00	.79	.63
NORTHEASTERN	.83	.69	.38
NORTHERN	.93	.73	.04
CHADSEY	.87	.11	.17
NORTHWESTERN	1.00	.83	.42
SOUTHWESTERN	1.00	.73	.26
WESTERN	.96	.64	.13
CODY	.98	.31	.21
MACKENZIE	.88	.30	.17
COOLEY	.98	.23	0.00
FORD	1.00	.62	.21
REDFORD	.91	.63	.38
CENTRAL	.96	.76	.21
MUMFORD	.79	.70	0.00
OSBORN	.36	.17	-.04
PERSHING	.98	.47	0.00
DENBY	.98	.80	.63
FINNEY	.98	.85	.29
KETTERING	1.00	.85	.29
KING	.06	.09	.38
SOUTHEASTERN	.72	.28	.42
CASS TECH	.91	.76	.46
RENAISSANCE	1.00	.65	.67
DAVIS (AERO MECH)[e]			
AVERAGE	.83	.53	.25

[a] These summary data are derived from several thousand items of information assessed by the Monitoring Commission in each of Detroit's public high schools during the 1980-81 school year. These data numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students. (see Section A above for a discussion of methodology) (see also Table 9.1 above for summary scores)

[b] Index I reflects the school's demonstrated ability to respond to the commission's inquiry about the particular court-ordered education component.

[c] Index II provides another score reflecting the adequacy of each school's responses to inquiries about each component.

[d] Index III, for each component, reflects each school's success in delivering each component to students.

[e] No assessment was conducted in Davis (Aero Mechanics High School).

TABLE 9.7: COMPARISON OF CRITERIA-BASED ASSESSMENT INDICES[a] OF THE DETROIT PUBLIC HIGH SCHOOLS, STUDENT CODE COMPONENT, 1980-81

SCHOOL	INDEX I.[b] ABILITY TO RESPOND	INDEX II.[c] ADEQUACY OF RESPONSE	INDEX III.[d] COMPLIANCE WITH CRITERIA
MURRAY-WRIGHT	.89	.95	.60
NORTHEASTERN	.81	.81	-.20
NORTHERN	.96	.95	.13
CHADSEY	1.00	.81	0.00
NORTHWESTERN	.93	.81	.13
SOUTHWESTERN	1.00	.90	.41
WESTERN	.89	.76	.27
CODY	1.00	.91	0.00
MACKENZIE	.96	.86	.06
COOLEY	e	e	.20
FORD	1.00	1.00	0.00
REDFORD	.93	.90	-.20
CENTRAL	1.00	.95	0.00
MUMFORD	.89	.95	.07
OSBORN	1.00	.90	-.20
PERSHING	.78	.81	-.06
DENBY	1.00	1.00	-.06
FINNEY	1.00	.95	-.20
KETTERING	1.00	1.00	-.06
KING	0.00	0.00	-.07
SOUTHEASTERN	.81	.67	-.27
CASS TECH	1.00	.60	.20
RENAISSANCE	1.00	.90	.60
DAVIS (AERO MECH)[f]			
AVERAGE	.86	.80	.06

[a] These summary data are derived from several thousand items of information assessed by the Monitoring Commission in each of Detroit's public high schools during the 1980-81 school year. These data numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students. (see Section A above for a discussion of methodology) (see also Table 9.1 above for summary scores)

[b] Index I reflects the school's demonstrated ability to respond to the commission's inquiry about the particular court-ordered education component.

[c] Index II provides another score reflecting the adequacy of each school's responses to inquiries about each component.

[d] Index III, for each component, reflects each school's success in delivering each component to students.

[e] Missing data.

[f] No assessment was conducted in Davis (Aero Mechanics High School).

TABLE 9.8: COMPARISON OF CRITERIA-BASED ASSESSMENT INDICES[a] OF THE DETROIT PUBLIC HIGH SCHOOLS, READING COMPONENT, 1980-81

	INDEX I.[b]	INDEX II.[c]	INDEX III.[d]
SCHOOL	ABILITY TO RESPOND	ADEQUACY OF RESPONSE	COMPLIANCE WITH CRITERIA
MURRAY-WRIGHT	.77	.87	.13
NORTHEASTERN	.63	.20	-.07
NORTHERN	1.00	.67	-.20
CHADSEY	1.00	.73	.13
NORTHWESTERN	1.00	.67	.27
SOUTHWESTERN	.77	.60	.60
WESTERN	.60	.07	.13
CODY	1.00	1.00	.47
MACKENZIE	1.00	.73	.40
COOLEY	1.00	.87	.20
FORD	.88	.87	.40
REDFORD	1.00	.87	.67
CENTRAL	1.00	.87	.27
MUMFORD	1.00	.60	.07
OSBORN	.84	.60	-.13
PERSHING	.67	.73	.13
DENBY	1.00	.87	.67
FINNEY	.92	.87	.27
KETTERING	1.00	.80	.07
KING	0.00	0.00	-.07
SOUTHEASTERN	.63	.60	.13
CASS TECH	1.00	.87	.73
RENAISSANCE	1.00	1.00	1.00
DAVIS (AERO MECH)[e]			
AVERAGE	.86	.69	.26

---

[a] These summary data are derived from several thousand items of information assessed by the Monitoring Commission in each of Detroit's public high schools during the 1980-81 school year. These data numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students. (see Section A above for a discussion of methodology) (see also Table 9.1 above for summary scores)

[b] Index I reflects the school's demonstrated ability to respond to the commission's inquiry about the particular court-ordered education component.

[c] Index II provides another score reflecting the adequacy of each school's responses to inquiries about each component.

[d] Index III, for each component, reflects each school's success in delivering each component to students.

[e] No assessment was conducted in Davis (Aero Mechanics High School).

TABLE 9.9: COMPARISON OF CRITERIA-BASED ASSESSMENT INDICES[a] OF THE DETROIT PUBLIC HIGH SCHOOLS, TESTING COMPONENT, 1980-81

SCHOOL	INDEX I.[b]	INDEX II.[c]	INDEX III.[d]
	ABILITY TO RESPOND	ADEQUACY OF RESPONSE	COMPLIANCE WITH CRITERIA
MURRAY-WRIGHT	1.00	.50	
NORTHEASTERN	.88	.85	
NORTHERN	.87	.23	
CHADSEY	.78	.54	
NORTHWESTERN	1.00	.85	
SOUTHWESTERN	1.00	.17	
WESTERN	1.00	.50	
CODY	1.00	1.00	
MACKENZIE	1.00	.85	
COOLEY	.93	.85	
FORD	1.00	1.00	
REDFORD	1.00	-.08	
CENTRAL	1.00	.88	
MUMFORD	1.00	.77	
OSBORN	.93	.15	
PERSHING	.87	-.15	
DENBY	1.00	.85	
FINNEY	1.00	.85	
KETTERING	1.00	1.00	
KING	.00	.00	
SOUTHEASTERN	1.00	-.23	
CASS TECH	.93	.85	
RENAISSANCE	1.00	.85	
DAVIS (AERO MECH)[e]			
AVERAGE	.88	.55	

---

[a] These summary data are derived from several thousand items of information assessed by the Monitoring Commission in each of Detroit's public high schools during the 1980-81 school year. These data numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students. (see Section A above for a discussion of methodology) (see also Table 9.1 above for summary scores)

[b] Index I reflects the school's demonstrated ability to respond to the commission's inquiry about the particular court-ordered education component.

[c] Index II provides another score reflecting the adequacy of each school's responses to inquiries about each component.

[d] Index III, for each component, reflects each school's success in delivering each component to students. Index III assessments were not derived for the Testing component. The final stages of implementation of the component were under the control of the central administration, and it was judged inappropriate to attribute this index to local high schools.

[e] No assessment was conducted in Davis (Aero Mechanics High School).

CODING FORM

SCHOOL CODE
1552

DATE APRIL 1982 PAGE 1 OF 23

SCHOOL MURRAY WRIGHT

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

F-1

COMPONENT	LINE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
INDIVIDUAL	I	0	+	+			+	+	+	+	+	+	+		+		+	0	+			+																																																											
	II	0	+	-		+	0	0	0	+	-	-																																																																				
	III	+	0	0	-	-	-	-								-	0	0	0	0	0	0	0	0	0	0																																																								
COUNSELING	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+																																												
	II	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	0	+	+	-	0	+	+																																																		
	III	+	+	0	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	0	-	-	-	-	+	-	-	-	+	-	-	-	+	-	+	+	-	0	+	0	+	0	0	+	+	+	0	0	0	0	0	0	-																										
IN-SERVICE	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+														+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																		
	II	+	+	+	+	-	+	+	+	+	-	+	+	+	+			0					0					+	-																																																				
	III																																																																																
READING	I	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	0	-	0	0	+		+		+		+		+																																																		
	II	+	+	+	+	+	+	0	+	+	0	+		+	+	+																																																															
	III	+	+	0		-	-	-	+	0	-	-	-	-	0	-	-																																																														
SCR	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																
	II	+	+	+	+	+	+	+	-	+	+	+	+	-	-	+	+		-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																	
	III	-	+	+	+	-	+	-	0	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+																																																								
STUDENT CODE	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	[illegible]	+	+	+	+	0	+	0	0	+	+																																																				
	II	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+																																																										
	III	+	-	+	+	+	+	-	-	+	+	0	-	+	+	+																																																															
TESTING	I	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+																																																													
	II	+	+	-	+	+		-	+	+	-	+	+	+																																																																	
	III																																																																																
VOCATIONAL	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																									
	II	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																									
	III	+	0	0	+	+	+	+	+	+	-	-	+	-	+	0	-			+	+	+	+	+	+	+	+	+	-			+	+	-	-	0	0	0	+	+	+																																								

611

612

CODING FORM

SCHOOL CODE
1556

DATE APRIL 1982 PAGE 2 OF 23

SCHOOL NORTHEASTERN

F-3

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

LINE NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	+	+	+	+	+	+	+	+	+	+		+		+		+		+			0																																																													I
	-	+	+	+	-	0	0	0		-		-	0																																																																						II
	+	+	0	-	-	-								-	0	0	0	0	0	0	0	0	0	0																																																								III
COUNSELING	0	0	0	0	0	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																																												I
	0	0	0	0	0	+	+	+	+	+	0	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+																																																		II
	-	-	+	+	+	+	-	+	+	+	+	+	+	-	+	+	+	+	+	-	+	0	0	+	+	+	+	+	+	+	-	+	+	+	+	0	0	0	0	+	+	+	+	0	0	+	+	+	+	+	0	0	0																												III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+								+	+	+	+	+	+	+	+	+	+																																				I
	+	-	+	+	[illegible]	-	+	+	+	+	+	+	+	+				0																																																																II
																																																																																		III
READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	0	0	0	0	0	0	0	0	0	0																																																			I
	+	+	+	-	+	+	-	-	+	0	0	0	0	0	0																																																																				II
	0	-	0		-	-	-	+	-	+	+	+	+	+	-	-																																																																	III
SCR	+	+	+	+	+	+	0	+	+	+	+	+	+		-	+		+	+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+																																	I
	+	+	+	+	+	+	0	+	+	+	+	+	+		-	+		-	+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-	+	+	0	+	+	+	+	+	+																																		II
	0	+	+	0	+	+	0	0	-	+	+	0	-	0	+	+	+	0	-	+	+	-	+	+																																																									III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	0	+	0	0	0	+																																																								I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	0	0																																																														II
	-	-	-	+	-	+	-	[illegible]	+	+	0	-	-	+	+																																																																				III
TESTING	+	+	+	0	0	+	+	+	+	+	+	+		+	+	+	+																																																																I
	+	+	+	0	0	+	+	+	+	+	+	+	+																																																																				II
																																																																																III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																										I
	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																									II
	0	+	+	+	+	+	-	-	0	-	-	+	+	+	0	0			-	-	-	+	+	+	+	-	0	-			+	0	-	0	0	+	0	0	+	+																																									III

BEST COPY

CODING FORM

DATE APRIL 1982 PAGE 3 OF 23

SCHOOL CODE
1558

SCHOOL NORTHERN

F-5

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS

LINE NUMBER

COMPONENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																											I
	0	0	0	0	0	0	0	0	0	0	0	0	0																																																																			II
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																								III
COUNSELING	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																																													I
	+	+	+	+	+	+	+	0	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+																																																	II
	+	-	+	+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	0	-	0	0	+	+	+	+	+	+	+	+	-	+	+	0	0	0	0	0	0	0	0	+	+	0	0	0	0	0	-	+	-																												III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+												+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																				I
	+	-	+	+	+	+	+	+	+	+	+	+	+	+													-	-																																																					II
																																																																																		III
READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+		+		+		+	+	+																																																				I
	+	+	+	+	+	+	-	+	+	+	+	+	+	0	-																																																																	II
	+	+	+		-	-	-	+	-	+	+	-	-	-	-	-																																																																	III
SCR	+	+	0	0	+	0	+	+	+	+	+		+		+	+			+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																		I
	+	+	0	0	+	0	+	-	+	+	+		+		+	+	0	0	+	0	0	+	-	-	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+																																			II
	0	0	+	+	-	+	+	-	0	+	+	0	0	-	+	-	0	+	-	-	0	-	-	+																																																								III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+																																																						I
	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+																																																													II
	-	+	-	+	-	+	-	-	+	+	0	-	+	+	+																																																																			III
TESTING	+	+	+	+	+	+		+	+	+	+	+		+	0	+	+																																																																I
	+	+	-	+	+	0	-	+	+	-	0	-	+																																																																				II
																																																																																		III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																										I
	+	+	+	+	+	+	+	-	-	+	+	+	-	-	-	+	+	+	+	+	-	+	+																																																										II
	+	0	-	-	0	0	+	+	+	-	-	-	0	0	-	+			+	0	-	0	+	0	+	0	0	0			-	+	+	0	+	0	+	+	[illegible]	[illegible]																																										III

615

BEST COPY

616

CODING FORM

DATE APRIL 1982 PAGE 4 OF 23

SCHOOL CHADSEY

SCHOOL CODE
2514

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

F-7

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	LINE NUMBER
BILINGUAL	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+																				I
	-	-	+	-	-	-	-	-	+	+	+	+	-																												II
	0	0	0												0	0	+	+	0	+	0	+	0	0																	III
COUNSELING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+				I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+										II
	+	+	0	+	-	+	+	+	-	0	+	-		+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	III
IN SERVICE	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	I
	+	0	-	-	-	-	-	+	-	-	-	+	+	-	0	0	0	0	0		0	0	0			0	-	-													II
																																									III
READING	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+		+		+		+	+	+	+	+											I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-																										II
	+	+	+		+	+	-	+	-	+	+	-	-	-	0	-																									III
SCR	+	+	+	+	+	+	+	+	+	+	+		+	+	0	+	0		+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	I
	+	-	+	-	0	+	+	-	+	+	+		+	+	0	+	0	+	-	-	-	+	-	-	-	+	+	+	+	+	-	-	+	+	-	+	+	+	-	0	II
	-	+	0	+	-	+	+	0	+	+	0	0	0	0	0	0	0	0	0	0	0	0	0	0																	III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+			+	+														I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	/	-	+	0	+																				II
	+	+	+	+	-	-	-	-	-	+	0	-	-	+	+																										III
TESTING	+	+	+	0	0	+	+	+	+	+	+	+	0	+	0	+	+																								I
	+	+	+	0	0	+	+	+	+	-	-	+	+																												II
																																									III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																		I
	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	-	+	+																		II
	+	+	-	+	0	0	+	+	+	+	0	+	+	+	+	0			+	+	+	+	+	+	+	+	+	+			0	+	+	+	+	+	+	+	+	+	III

COMPONENT	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	LINE NUMBER
BILINGUAL																																									I
																																									II
																																									III
COUNSELING																																									I
																																									II
	+	+	+	+	+	+	0	+	0	0	+	+	0																												III
IN SERVICE	+	+	+	+	+																																				I
																																									II
																																									III
READING																																									I
																																									II
																																									III
SCR	0	+	+	+	+	+	+	+																																	I
	-	+	-	-	-	-																																			II
																																									III
STUDENT CODE																																									I
																																									II
																																									III
TESTING																																									I
																																									II
																																									III
VOCATIONAL																																									I
																																									II
																																									III

BEST COPY

SCHOOL CODE
2560

DATE APRIL 1982 PAGE 5 OF 23

SCHOOL NORTHWESTERN

F-9

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	LINE NUMBER
BILINGUAL	-	+	+	+	+	0																																																																										I
	-	+	+	+	0	0	0	0	0	0	0	0	0																																																									II
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																							III
COUNSELING	+	+	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+																																												I
	+	+	+	+	+	+	-	-	-	0	-	-	+	+	+	+	+	+	+	-	0	+	+	+	+	+	+	+	+	+	+																																																	II
	+	-	-	0	-	-	0	0	+	0	0	0	+	-	+	+	+	+	+	+	+	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	0	0	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-																												III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																				I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+	+																																																					II
																																																																																	III
READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+		+		+		+	+	+																																																			I
	+	+	+	0	+	+	-	+	+	+	+	+	+	+	-																																																																	II
	+	0	+		0	+	-	0	-	+	+	+	+	0	0	-																																																															III
SCR	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																	I
	+	+	+	+	+	+	+	-	+	+	+	-	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	-	+																																		II
	+	0	+	+	-	+	+	+	0	+	0	+	-	+	-	+	0	0	0	+	+	-	+	+																																																										III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	0	+	+																																																										I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	-	0	+																																																																	II
	+	+	-	+	-	-	-	-	+	+	0	+	-	+	+																																																																	III
TESTING	+	+	+	+	+	+	+	+	+	+	+	+			+	+	+																																																																I
	+	+	+	+	+	+	+	+	-	+	+	+	+																																																																	II
																																																																																	|III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																													I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+																																																													II
	0	+	+	+	+	0	+	0	+	+	+	+	+	+	+	-			0	+	-	-	-	0	+	0	-	+			+	+	-	+	+	+	+	+	+	+																																									III

BEST COPY

CODING FORM

SCHOOL CODE
2578

DATE APRIL 1982 PAGE 6 OF 23

SCHOOL SOUTHWESTERN

	STATEMENT NUMBER					[illegible]	ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS																																																													LINE NUMBER								
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	+	+	+	+	+	+	+	+		+		+		+		+		+	+	+	+																																																														I
	+	+	+	+	+	+	+		+	-	+	+	+																																																																			II
	+	+	-	+	+	-	-	-						+	+	+	-	+	-	-	-	+	0	-																																																									III
COUNSELING	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																																													I
	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	-	+	+	+																																																	II
	+	-	+	+	+	+	0	+	+	+	+	-	+	+	+	+	+	+	+	+	+	-	0	0	+	+	+	+	+	+	-	+	-	+	+	+	+	+	0	+	+	+	+	+	+	+	+	0	0	+	0	+	+																												III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																							I
	+	+	-	+	+	+	+	+	+	-	+	+	+	+		0					0						+	0																																																						II
																																																																																		III
READING	+	+	+	+	+	0	+	+	+	+	+	-	+	+	+	+	+	+	+	+	0	+	0	+	0	+	0	+	0	+																																																					I
	+	+	+	+	+	+	-	+	+	+	+	-	+	+	-																																																																		II
	+	+	+		+	+	-	+	0	+	0	+	0	0	0	+																																																																III
SCR	+	+	+	+	+	+	+	+	+	+	+		+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																	I
	+	+	+	+	+	+	+	+	+	+	+		+	+	+		-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	+	+	+	+	-	+	+	+	-	+	+	-	+																																	II
	+	0	0	+	+	+	+	0	+	-	+	-	+	+	+	0	-	-	-	0	+	-	+	+																																																									III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+																																																								I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	0																																																													II
	-	+	-	+	+	0	-	+	+	+	0	+	+	+	+																																																																			III
TESTING	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+																																																																I
	+	+	+	+	+	+	-	+	-	-	-	-																																																																				II
																																																																																	III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																											I
	+	+	+	+	+	+	-	-	+	+	-	+	-	+	+	+	+	+	+	+	+	-	-																																																											II
	+	0	-	-	0	-	-	-	+	-	-	-	0	-	+	+			+	+	+	0	+	+	+	0	+	+			0	0	+	-	-	0	0	-	-	+																																									III
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

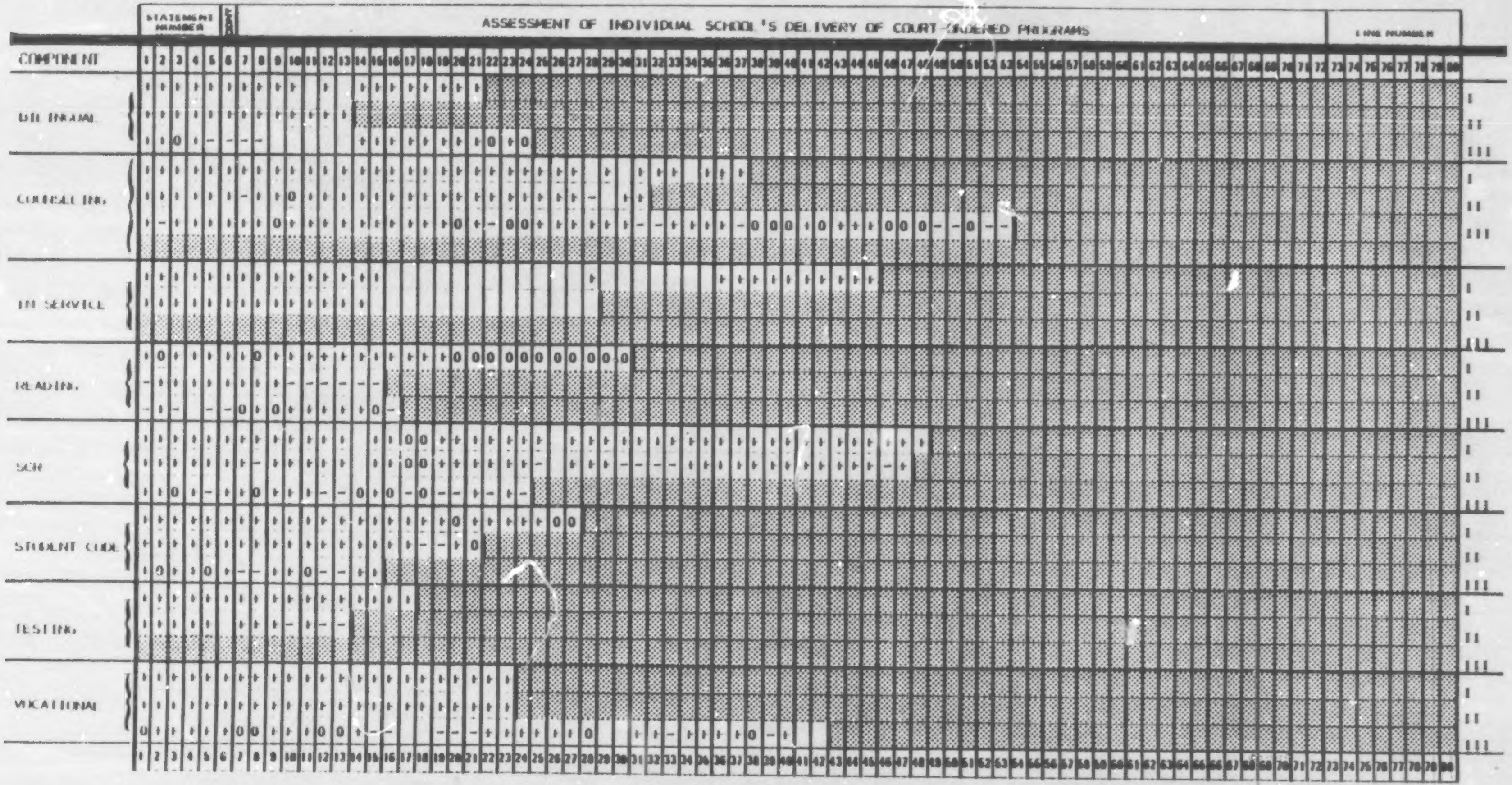
CODING FORM

SCHOOL CODE
2584

DATE APRIL 1982 PAGE 7 OF 23

SCHOOL WESTERN

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS


STATEMENT NUMBER
CARD
LINE NUMBER
COMPONENT
BILINGUAL
COUNSELING
IN SERVICE
READING
SCH
STUDENT CODE
TESTING
VOCATIONAL
I
II
III

F-13

BEST COPY

CODING FORM

SCHOOL CODE
3516

DATE APRIL 1982 PAGE 8 OF 23

SCHOOL CODY

F-15

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

LINE NUMBER

COMPONENT		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
BILINGUAL	I	+	+	+	+	+	+	+	+	+	+		+	+	+		+	+	+			+
	II	+	-	+	+	+	-	0	0	+	+	-	0	0
	III	+	+	0	0	-	-	-	-	-	-	-	-		0	0	0	+	0	-	0	+	0	0	0
COUNSELING	I	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+
	II	+	+	+	+	+	+	+	+	+	+	0	-	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	-	+	+
	III	+	-	0	-	+	+	+	+	0	0	0	+	+	+	+	+	+	+	+	+	+	0	+	0	+	+	+	-	+	+	+	-	+	+	+	0	-	+	0	+	+	+	+	+	+	+	0	+	+	+	+	+	+
IN SERVICE	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+									+	+	+	+	+	+	+	+	+
	II	+	-	+	+	+	+	+	+	+	+	+	+	+	+
	III
READING	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+		+		+		+
	II	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
	III	+	+	+		-	+	+	+	-	+	0	+	+	0	0	0
SCR	I	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
	II	+	+	+	+	-	+	+	-	-	-	+			0	+	+		-	+	+	-	+	+	+	+	-	+	+	+	+	+	-	-	-	+	+	+	+	+	+	+	-	-	-	-	-	+
	III	+	+	-	+	-	-	+	0	+	+	+	-	-	+	+	+	0	0	-	+	+	-	+	-
STUDENT CODE	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+
	II	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+
	III	-	-	-	-	+	+	-	-	-	+	0	+	+	+	+
TESTING	I	+	+	+	+	+	+	+	+	+	+	+			+	+	+	+
	II	+	+	+	+	+	+	+	+	+	+	+	+	+
	III
VOCATIONAL	I	+	+	+	+	+							+	+	+	+	+	+	+	+	+	+	+	+
	II	+	+	+	+	+							+	+	+	+	+	+	+	+	+	+	+	+
	III	+	+	+	-	-	+	+	+	+	+	+	+	+	+	0	0			+	+	+	+	+	+	+	+	-	0			+	+	-	+	+	+	+	+	0	+

BEST COPY

CODING FORM

SCHOOL CODE
3546

DATE APRIL 1982 PAGE 9 OF 23

SCHOOL MACKENZIE

F-17

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS																																																															LINE NUMBER								
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	-	0	0	-	+																																																																														I
	-	0	-																																																																													II
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																									III
COUNSELING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																																														I
	+	+	+	+	-	+	+	-	-	-	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	0	+	+																																																		II
	0	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	0	0	-	-	+	-	+	-	-	-	-	+	-	+	+	0	0	0	+	+	+	+	+	+	+	+	+	+	0	+	0	0																													III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																					I
	+	-	+	+	+	+	+	+	+	+	+	+	+	+													-	-																																																								II
																																																																																		III
READING	+	+	+	+	+	+	+	+	+	+	+		+	+	+			+	+	+	+	+	+	+	+	+	+	+	+	+																																																					I
	+	+	+	+	+	+	-	+	+	+	+	+	+	+	-																																																																			II
	+	+	+		+	+	-	0	-	+	+	+	+	+	-	-																																																																	III
SCR	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	0	0	0	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+																																	I
	+	+	0	+	+	0	0	-	+	+	+	+	+	+	0	0	0	0	+	0	-	+	+	+	-	+	+	+	-	+	+	-	-	-	+	-	+	+	+	+	0	+	-	-	-	-	+																																		II
	+	+	+	0	-	+	+	0	-	+	+	-	+	0	+	-	-	-	-	+	0	-	+	+																																																									III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	0																																																								I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	-	+																																																												II
	+	+	-	-	-	-	-	+	+	+	0	+	-	+	0																																																																		III
TESTING	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+																																																															I
	+	+	+	-	+	+	+	+	+	+	+	+	+																																																																		II
																																																																																	III
VOCATIONAL	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																									I
	0	0	+	+	0	+	+	-	+	+	+	+	-	+	+	+	+	+	-	-	+	+	+																																																								II
	0	0	-	-	0	+	+	+	+	-	-	-	-	+	+	-			0	+	-	0	-	-	-	-	+	+			0	+	-	-	-	+	+	0	0	+																																									III
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

BEST COPY

CODING FORM

DATE APRIL 1982 PAGE 10 OF 23

SCHOOL COOLEY

SCHOOL CODE
4520

F-19

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

STATEMENT NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	LINE NUMBER
BILINGUAL	+	+	+			+	+	+	+	+		+		+		+	+	+			+																																	I
	+	-	-		+	0	0	0		+	+	0	0																																									II
	+	+	0	-	-	-	-	-	-					-	0	0	0	0	0	0	0	0	0	0																														III
COUNSELING					MISSING DATA																																																	I
					MISSING DATA																																																	II
	+	+	0	0	+	+	0	+	+	0	+	0	+	+	+	+	+	+	+	-	-	-	0	-	+	-	-	+	+	-	-	-	+	+	0	+	+	0	+	0	0	0	+	+	+	+	0	0	0	0	0	0	0	III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+										+	+	+	+	+	+	+	+									I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																								II
																																																						III
READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+			+	+	+		+		+	+	+	+	+	+	+																								I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-																																							II
	+	+	+		+	-	-	+	-	+	+	-	0	0	0	0																																						III
SCR	+	+	+	+	+	+	+	+	+	+	+		+	+	+				+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+						I
	+	0	+	+	+	+	+	-	+	+	+		+	+	+				+	+	0	-	+	+	-	+	-	+	+	+	-	-	-	-	+	-	+	+	+	+	0	-	-	-	-	-	-							II
	0	+	+	+	-	+	+	0	-	+	+	-	0	+	+	-	-	-	-	-	0	-	+	-																														III
STUDENT CODE					MISSING DATA																																																	I
					MISSING DATA																																																	II
	+	-	+	-	+	+	-	-	+	+	0	-	+	+	0																																							III
TESTING	+	+	+	+	+		0	+	+	+	+		+	+	+	+	+																																					I
	+	+	+	+	+	+	+		+	-	+	+	+																																									II
																																																						III
VOCATIONAL	0	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																															I
	0	0	0	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	-	+	+	+																															II
	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-	-			0	+	0	+	+	+	+	+	+	-			+	0	-	+	+	0	0	+	-	-														III

BEST COPY

CODING FORM

SCHOOL CODE
4532

DATE APRIL 1982 PAGE 11 OF 23

SCHOOL HENRY FORD

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

LINE NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																												I
	0	0	0	0	0	0	0	0	0	0	0	0	0																																																																					II
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																									III
COUNSELING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																																												I
	+	+	-	+	+	+	-	-	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																	II
	+	-	+	+	+	+	0	+	-	-	0	0	+	-	+	+	+	+	+	+	-	0	0	0	+	+	-	+	+	-	-	-	+	+	+	+	0	0	+	+	+	+	+	+	+	+	0	+	+	+	+	0	0																													III
IN SERVICE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																				I
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																					II
																																																																																	III
READING	+	+	+	+	+	+	+	+	+	+	+	-	0	+	+	+	+	+		+		+		+		+	+	+		+																																																		I
	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+																																																																II
	+	+	+		0	-	+	-	0	+	+	0	0	+	0	+																																																														III
SCR	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																	I
	+	0	+	+	+	+	+	+	+	+	+	+		+	+		-	+	-	+	+	-	-	+	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																		II
	-	+	+	+	-	+	+	0	+	+	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																									III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+																																																							I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																													II
	+	-	+	-	0	0	-	-	+	+	0	-	-	+	+																																																																III
TESTING	+	+	+	+	+	+	+	+	+	+	+	+			+	+	+																																																																	I
	+	+	+	+	+	+	+	+	+	+	+	+	+																																																																				II
																																																																																	III
VOCATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																												I
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																												II
							+	+	+	+	+	+	+	+	-	-			-	0	-	+	+	-	+	+	0	0			+	0	+	-	-	-	+	-	-	+																																									III

F-21

631

BEST COPY

632

CODING FORM

SCHOOL CODE
4572

DATE APRIL 1982 PAGE 12 OF 23

SCHOOL REDFORD

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS																																																											LINE NUMBER								
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	+	+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																													I
	-	-	0	0	0	0	0	0	0	0	0	0	0																																																																		II
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																							III
COUNSELING	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+		+		+				+	+	+																																												I
	+	+	+	+	+	+	+	+	-	+	+	+	-	+	+		+	+	+	+	+	+	+	+	+	+	-			+	+																																																	II
	+	0	0	+	-	+	+	+	+	-	0	0	+	+	+	+	+	+	+	0	0	-	0	0	+	-	-	+	+	-	-	-	-	+	+	0	-	0	0	+	+	0	0	+	+	+	0	+	+	-	0	-	0																													III
IN SERVICE	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+													+	+							+	+	+	+	+	+	+	+	+	+																																			I
	+	0	+	+	+	+	+	0	+	0	+	+	0	+						0		0			0																																																									II
																																																																																			III
READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+		+		+		+																																																				I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-																																																																		II
	+	+	+		+	-	+	0	-	+	+	+	+	+	+	+																																																																	III
SCR	+	+	+	+	+	+	+	+	+	+	+		+	+	0	+	+	+	+			+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	0	0	+	+	+	+	+	+	+																																			I
	+	+	-	+	+	+	+	-	+	+	+		-	-	0	+		+	+			+	+	+	+	+	+	+	+	+	-	-	+	+	+	0	+	+	+	0	0	+	+	+	+	+	+																																				II
	+	+	+	+	-	+	-	+	0	-	0	0	+	+	+	+	+	+	-	+	+	-	-	+																																																											III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	0	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+																																																								I
	+	+	+	+	+	+	+	+	+	+	0	+	+	0	+	+	+	+	+	+																																																															II
	-	-	-	0	-	+	-	-	+	+	0	-	-	+	+																																																																			III
TESTING	+	+	+	+	+	+	+	+	+	+	+			+	+	+	+																																																																	I
	+	+	-	-	-	-	-	+	-	-	+	+	+																																																																							II
																																																																																				III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																												I
	+	+	+	+	+	+	-	+	-	+	-	+	+	+	+	+	+	+	-	+	-	+	+																																																											II
	0	0	-	-	0	0	+	+	+	0	0	-	-	+	+	0			+	+	+	+	+	+	+	+	+	-			+	+	+	+	+	+	+	+	-	0																																									III
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

F-23

BEST COPY

CODING FORM

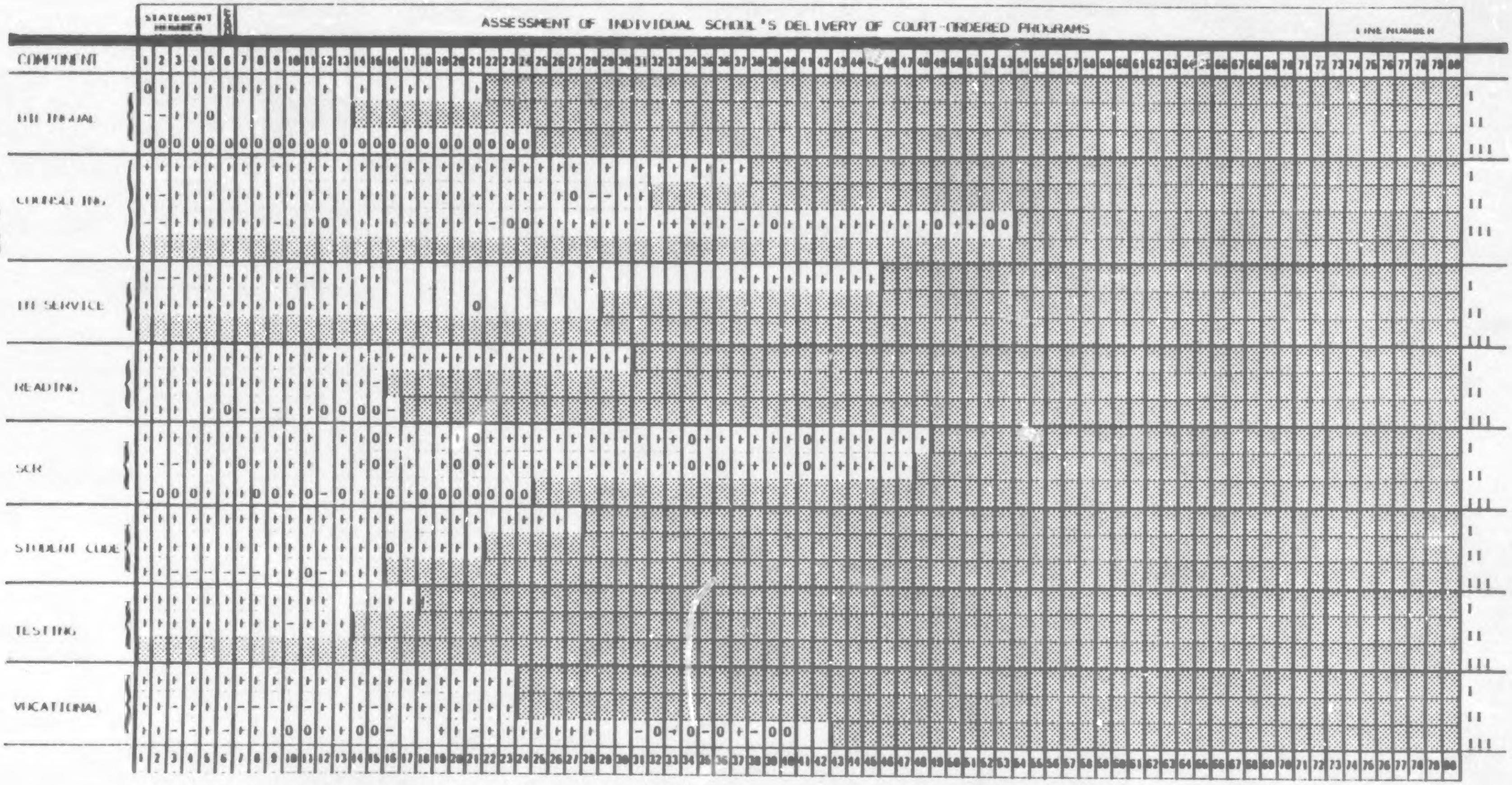
DATE APRIL 1982 PAGE 13 OF 23

SCHOOL CODE 5512

SCHOOL CENTRAL

STATEMENT NUMBER | CARD | ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS | LINE NUMBER

F-25



COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	LINE NUMBER
BILINGUAL	0	+	+	+	+	+	+	+	+	+		+		+		+	+	+			+																																	I
	-	-	+	+	0																																																	II
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																														III
COUNSELING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																	I
	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	-	-	+	+																							II
	-	-	+	+	+	+	+	+	-	+	+	0	+	+	+	+	+	+	+	+	+	-	0	0	+	+	+	+	+	+	-	+	+	+	+	+	-	+	0	+	+	+	+	+	+	+	+	+	0	+	+	0	0	III
IN SERVICE	+	-	-	+	+	+	+	+	+	+	-	+	+	+	+								+					+										+	+	+	+	+	+	+	+	+									I
	+	+	+	+	+	+	+	+	+	0	+	+	+	+							0																																	II
																																																						III
READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																								I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-																																							II
	+	+	+		+	0	-	+	-	+	+	0	0	0	0	-																																						III
SCR	+	+	+	+	+	+	+	+	+	+	+		+	+	0	+	+		+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	0	+	+	+	+	+	+	+						I
	+	-	-	+	+	+	0	+	+	+	+		+	+	0	+	+		+	0	0	+	+	+	+	+	+	+	+	+	+	+	+	0	+	0	+	+	+	+	0	+	+	+	+	+	+							II
	-	0	0	0	+	+	+	0	0	+	0	-	0	+	+	0	+	0	0	0	0	0	0	0																														III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+		+	+	+	+																												I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+																																	II
	+	+	-	-	-	-	-	-	+	+	0	-	+	+	+																																							III
TESTING	+	+	+	+	+	+	+	+	+	+	+	+			+	+	+																																					I
	+	+	+	+	+	+	+	+	+	-	+	+	+																																									II
																																																						III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																															I
	+	+	-	+	+	+	-	-	-	+	-	+	+	+	-	+	+	+	+	+	+	+	+																															II
	+	+	-	-	+	-	+	+	+	0	0	+	+	0	0	-			+	+	-	+	+	+	+	+	+	+			-	0	-	0	-	0	+	-	0	0														III

635

BEST COPY

636

CODING FORM

SCHOOL CODE 5550

DATE APRIL 1982 PAGE 14 OF 23

SCHOOL MUMFORD

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

LINE NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																											I
	0	0	0	0	0	0	0	0	0	0	0	0	0																																																																			II
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																								III
COUNSELING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+				+	+	+																																											I
	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	−			+	+																																																	II
	−	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	0	0	−	+	−	+	+	−	−	−	−	−	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	0	0	0																											III
IN SERVICE	+	+	−	+	+	+	+	+	+	+	+	+	+	+	+													+		+	+	+	+	+	+	−	+	+	+	+	+	+	+	+	+																																			I
	+	−	+	+	+	+	+	+	+	+	+	+	+	+													+	0																																																					II
																																																																																	III
READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+																																																		I
	+	+	+	−	+	+	−	+	+	+	+	+	+	+	−																																																																		II
	+	−	+		−	−	−	+	−	+	+	+	0	0	0	0																																																																III
SCR	+	0	0	0	0	0	+	+	+	+	+	0	+	+	+	+	+	+	+	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	0	+	+	+	+	+	+	+																																I
	+	0	0	0	0	0	+	−	+	+	+	0	+	+	+	+	+	+	+	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	0	+	+	+	+	+	+																																	II
	0	0	0	+	−	+	0	+	0	+	+	−	+	−	+	+	0	−	−	−	−	−	+	−																																																								III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	0	0																																																					I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	0																																																											II
	+	+	+	+	0	−	−	−	−	+	0	−	−	+	+																																																																		III
TESTING	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+																																																																I
	+	+	+	0	+	+	+	+	+	−	+	+	+																																																																			II
																																																																																	III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																									I
	+	+	+	+	+	+	−	+	−	+	+	+	−	+	+	+	+	+	+	+	−	+	+																																																									II
	0	0	−	+	0	0	+	0	+	0	+	0	0	−	0	0			−	−	−	−	−	0	−	0	0	0			+	−	0	−	−	−	−	+	0	+																																								III

F-27

637

638

BEST COPY

CODING FORM

SCHOOL CODE
6564

DATE APRIL 1982 PAGE 15 OF 23

SCHOOL OSBORN

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	LINE NUMBER
BILINGUAL	-	0	+	+	0	+	+	+	+	+		+	+	+		+	+	+	0	0	0																																																													I
	-	0	+	0	+	+	0	0	+	+	-	0	0																																																																			II
	+	+	0	+	+	-	-	-	-	-	-	-		-	0	0	-	+	+	0	0	+	0	0																																																									III
COUNSELING	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+																																													I
	+	+	-	+	+	+	+	+	+	-	+	-	-	+	0	+	+	+	+	-	-	0	+	+	-	+	+	+	+	+	-																																																			II
	+	+	-	0	-	+	0	0	-	0	-	-	+	+	+	+	+	+	+	-	-	-	-	0	+	-	-	-	+	0	-	-	-	+	+	0	0	0	-	0	-	-	0	+	+	0	0	0	0	-	-	-	-																													III
IN SERVICE	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																			I
	+	-	+	+	+	+	+	+	+	+	+	+	+	+													+	+																																																					II
																																																																																	III
READING	+	+	+	+	+	+	+	-	+	+	+	+	-	+	+	+	+	+	+	+		+		+		+		+		+																																																					I
	+	-	+	-	+	+	+	-	+	+	+	+	+	+	+																																																																II
	-	-	+		0	-	-	+	0	+	+	-	-	-	+	0																																																															III
SCR	+	0	0	0	0	0	0	0	+	+	+	+	+	+	0	0	0	0	+	+	+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	+	0	+	0	0	0	+	+	+	+	+	+																																	I
	+	0	0	0	0	0	0	0	+	+	+	-	-	-	0	0	0	0	+	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	+	0	+	0	0	+	+	+	+	+	+																																		II
	0	0	0	0	0	+	0	0	0	0	+	-	0	+	+	-	-	-	-	0	-	-	+	+																																																									III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+																																																									I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+																																																													II
	-	+	-	-	0	-	-	-	-	+	0	+	-	+	+																																																																	III
TESTING	+	+	+	+	+	+	+	+	+	+	+	+			+	+	0																																																																I
	+	+	-	-	+	+	-	+	+	-	+	-	0																																																																				II
																																																																																	III
VOCATIONAL	+	+	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																											I
	0	+	0	0	+	+	+	+	-	+	+	+	-	+	+	+	+	+	-	+	+	+	+																																																										II
	0	0	-	+	0	+	-	+	+	-	-	0	+	0	+	-			+	0	-	0	0	0	0	0	+	+			+	0	-	-	0	0	0	-	-	-																																									III

BEST COPY

CODING FORM

SCHOOL CODE
6568

DATE APRIL 1982 PAGE 16 OF 23

SCHOOL PERSHING

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS

LINE NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	+	+	+	+	+	+	+	+	+	+		+		+	+	+		+			+																																																												I
	−	+	+	+	+	+	0	0	0	−	−	0	0																																																																			II
	−	0	−	+	+	+	−	−						+	0	0	−	+	+	0	0	+	+	0																																																								III
COUNSELING	+	+	+	+	+	+	+	+	+	−	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+																																																I
	+	+	+	+	+	+	+	−	−	+	0	−	+	+	+	+	−	+	0	+	+	+	+	+	0	0	+	−		+	+																																																		II
	+	0	−	+	0	+	0	−	+	−	−	0	+	−	+	+	+	+	+	0	+	−	0	0	+	+	−	−	−	+	−	−	0	+	+	+	−	+	0	0	+	0	+	+	+	+	0	0	0	−	0	0	0																													III
IN SERVICE	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																						I
	+	−	+	−	−	+	+	−	−	+	+	+	+	+		0	0			0	0						+	−																																																					II
																																																																																		III
READING	+	+	+	+	+	+	+		+	+	+		+	+	+	0	0	+		+	+	+	+	0	0	0	0	0	0	0																																																			I
	+	+	+	+	+	+	+	+	+	+	+	0	0	0	0																																																																			II
	+	+	0		−	−	−	+	−	0	+	+	+	+	0	−																																																																	III
SCR	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																	I
	+	−	+	+	−	0	+	−	+	+	+	+	+	+	+	+	−	−	+	+	+	+	+	+	−	−	+	+	+	+	+	−	−	+	+	+	+	+	+	+	+	+	+	−	−	−	+																																		II
	−	+	−	+	−	+	+	−	+	0	0	−	+	0	+	−	0	−	−	+	+	−	−	+																																																									III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	0	0	+	0	+	0	0	+	+	+	0	+	+	+	+	+																																																								I
	+	+	+	+	+	+	+	+	+	+	+	0	0	+	0	+	0	+	+	+	+																																																												II
	−	−	−	−	0	+	−	−	+	+	0	+	−	+	+																																																																		III
TESTING	+	+	0	+	+	+	0	+	+	+	+		+		+	+	+																																																															I
	+	+	−	−	−	−	−	−	+	0	+	−	+																																																																					II
																																																																																	III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																											I
	+	+	+	+	+	+	+	−	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																										II
	+	+	0	−	+	+	+	+	+	+	0	+	+	+	−	0	+		0	−	−	−	−	0	−	−	+	+			+	0	−	+	+	+	+	0	−	−																																									III
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

BEST COPY

CODING FORM

SCHOOL CODE
7524

DATE APRIL 1982 PAGE 17 OF 23

SCHOOL DENBY

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS

LINE NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
BILINGUAL	+	+	+	+	+	+	+	+	+	+		+		+		+	+	+		+	+																			
	+	−	+	+	0	+	0	0	+	+	−																													
	0	0	0	0	+	−	−	−	−					−	0	0	0	+	0	+	0	+	0	+																
COUNSELING	+	+	+	+	+	+	+	+		−	−		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+			
	+	+	+	+	+	+	0	−	−	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	−	+	+	+									
	+	−	+	+	+	+	+	+	0	+	+	0	+	+	+	+	+	+	+	+	0	0	0	0	+	−	−	+	+	+	−	−	+	+	+	+	−	0	0	+
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+
	+	+	+	+	+	+	+	+	+	+	+	+	+	+																										
READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+										
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	−																									
	+	+	+		0	+	+	+	0	+	+	+	0	0	0	+																								
SCR	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
	+	+	0	+	+	+	+	−	+	+	+	−	+	+	+	+	+	+	+	+	−	−	+	+																
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+																			
	−	−	+	+	0	+	−	−	−	+	0	−	−	+	+																									
TESTING	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+																							
	+	+	+	+	+	+	+	+	+	−	+	+	+																											
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																	
	+	+	+	+	+	+	−	+	−	+	+	+	+	+	+	+	+	+	+	+	+	+	+																	
	[illegible]	[illegible]	−	0	0	+	+	+	+	+	+	0	0	+	0	0	+	0	0	0	0	0	0	0	0	0	0	0	0	0	−	+	−	0	+	+	+	−	0	+

COMPONENT	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	LINE NUMBER
BILINGUAL																																									I
																																									II
																																									III
COUNSELING																																									I
																																									II
	+	0	+	+	+	+	+	+	+	+	+	0	0																												III
IN SERVICE	+	+	+	+	+																																				I
																																									II
																																									III
READING																																									I
																																									II
																																									III
SCR	0	+	+	+	+	+	+	+																																	I
	0	+	+	+	+	+	+																																		II
																																									III
STUDENT CODE																																									I
																																									II
																																									III
TESTING																																									I
																																									II
																																									III
VOCATIONAL																																									I
																																									II
																																									III

BEST COPY

CODING FORM

SCHOOL CODE
7530

DATE APRIL 1982 PAGE 18 OF 23

SCHOOL FINNEY

STATEMENT NUMBER | CARD | ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS | LINE NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	LINE NUMBER
BILINGUAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+							I
	+	-	+	+	+	+	0	0	+	+	-																	II
	+	+	0	+	+	+	-	-	-	-	-			-	+	0	0	0	0	+	0	0	0	+				III
COUNSELING	+	+	+	+	+	+	+	+	-	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	I
	+	+	+	+	+	+	-	-	+	-	+	+	-	-	+	+	0	+	+	+	+	+	+	+	+	+	+	II
	+	0	+	+	-	+	+	+	+	-	0	+	+	+	+	+	+	+	+	0	-	0	0	-	-	+	-	III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+														II
																												III
READING	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+		+	+		+		+		I
	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+													II
	+	+	+		0	0	0	+	0	0	+	-	-	-	+	+												III
SCR	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	I
	+	0	0	+	+	0	+	+	+	+	+	+	+	+	+	[illegible]	+	+	+	+	-	+	+	+	+	+	+	II
	0	+	+	-	+	+	+	+	+	+	+	+	0	+	+	-	-	-	-	+	0	0	-	0				III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+			+	+	I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+							II
	-	-	-	-	0	+	-	-	+	+	0	-	-	+	+													III
TESTING	+	+	+	+	+	+	+	+	+	+	+	+			+	+	+											I
	+	+	+	+	+	+	-	+	+	+	+	+	+															II
																												III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+					I
	-	+	+	+	+	+	-	+	+	+	+	+	+	+	-	+	+	+	+	+	+	-	+					II
	+	0	-	+	0	0	-	-	0	0	+	+	+	0	+	-			0	+	-	0	+	0	0	+	0	III

COMPONENT	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	LINE NUMBER
BILINGUAL																												I
																												II
																												III
COUNSELING		+		+	+	+	+	+	+	+																		I
	-	+	+	+																								II
	+	+	+	-	-	-	-	+	+	+	+	0	+	+	+	+	+	+	+	+	+	0	0	0	-	0		III
IN SERVICE	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+										I
																												II
																												III
READING	+	+	+																									I
																												II
																												III
SCR	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+							I
	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+								II
																												III
STUDENT CODE																												I
																												II
																												III
TESTING																												I
																												II
																												III
VOCATIONAL																												I
																												II
	0			+	+	-	-	+	+	+	-	0	-															III

COMPONENT	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	LINE NUMBER
BILINGUAL																											I
																											II
																											III
COUNSELING																											I
																											II
																											III
IN SERVICE																											I
																											II
																											III
READING																											I
																											II
																											III
SCR																											I
																											II
																											III
STUDENT CODE																											I
																											II
																											III
TESTING																											I
																											II
																											III
VOCATIONAL																											I
																											II
																											III

F-35

BEST COPY

CODING FORM

DATE APRIL 1982 PAGE 19 OF 23

SCHOOL CODE
8540

SCHOOL KETTERING

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS

LINE NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	+	+	+	+	+	+	+	+	+	+		+		+		+	+	+			+																																																												I
	+	-	+	+	+	+	0	0	+	+	-																																																																						II
	+	+	0	+	-	-	-	-	-					-	0	0	0	0	0	0	0	0	0	0																																																									III
COUNSELING	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+				+	+	+																																												I
	+	+	-	+	0	+	+	+	-	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-			+	+																																																		II
	+	-	+	+	-	+	0	0	+			+	+	+	+	+	+	+	+	0	-	-	0	0	+	+	+	+	+	+		-	-	+	+	+	0	0	0	0	+	0	0	+	0	0	0	0	0	+	+	0	0																												III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+								+	+	+	+	+	+	+	+	+	+																																				I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																																			II
																																																																																	III
READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+		+		+		+																																																			I
	+	+	+	0	+	+	+	+	+	+	+	+	+	+	-																																																																		II
	+	-	+		+	-	-	-	-	+	+	+	+	0	0	-																																																																	III
SCR	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																	I
	+	+	+	+	+	-	+	-	+	+	+		+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																		II
	+	+	+	+	-	+	+	+	+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																									III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+																																																						I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																												II
	-	-	-	+	0	+	-	-	+	+	0	-	-	+	+																																																																		III
TESTING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																																I
	+	+	+	+	+	+	+	+	+	+	+	+	+																																																																				II
																																																																																	III
VOCATIONAL	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																										I
	+	>	0	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+																																																										II
	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	0			0	-	-	+	+	+	+	+	+	+			-	-	-	-	-	-	-	-	-	-																																									III
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

BEST COPY

CODING FORM

SCHOOL CODE
8529

DATE APRIL 1982 PAGE 20 OF 23

SCHOOL MARTIN L. KING

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS																																	
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
BILINGUAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																			
	0	0	0	0	0	0	0	0	0	0	0	0	0																											
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																
COUNSELING	+	+	+	+	+	+	+	+	0	+	[illegible]	[illegible]	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+			
	+	+	-	+	+	0	0	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+									
	+	-	+	+	+	+	+	+	-	+	+	0	+	+	+	+	+	+	+	+	0	-	+	0	+	+	+	+	+	+	-	+	-	+	+	+	+	+	+	+
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+
	+	-	+	+	+	+	+	+	+	+	+	+	+	+													-	-												
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																									
					-	0	-	0	-	+	+	+	+	0	-	-																								
SCR	+	+	+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	+	+	0	+	+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	+	+	+	-	0	0	0	0	0	0	+	-	-	+	+	+	+	+	+	+	+	0	-	+																
STUDENT CODE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																			
	-	-	-	+	0	+	-	-	+	+	0	-	-	+	+																									
TESTING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																							
	0	0	0	0	0	0	0	0	0	0	0	0	0																											
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																	
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+																	
	0	+	0	+	+	+	+	+	+	0	+	+	+	+	+	+			-	-	0	0	0	0	0	-	+	0			-	-	-	+	+	0	0	0	0	0

																																	LINE NUMBER							
COMPONENT	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL																																									I
																																									II
																																									III
COUNSELING																																									I
																																									II
	+	+	+	+	+	+	+	+	+	+	-	0	0																												III
IN SERVICE	+	+	+	+	+																																				I
																																									II
																																									III
READING																																									I
																																									II
																																									III
SCR	0	0	0	0	0	0	0	0																																	I
	0	0	0	0	0	0	0																																		II
																																									III
STUDENT CODE																																									I
																																									II
																																									III
TESTING																																									I
																																									II
																																									III
VOCATIONAL																																									I
																																									II
																																									III

CODING FORM

SCHOOL CODE
0576

DATE APRIL 1982 PAGE 21 OF 23

SCHOOL SOUTHEASTERN

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS																																																													LINE NUMBER								
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	-	+	+	0	-	+	+	+	+	+		+		+		+		+			+																																																														I
	-	+	+	-																																																																													II
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																									III
COUNSELING	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+				+	+	+																																												I
	+	+	-	+	+	+	+	+	+	0	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-			+	+	[illegible]																																																	II
	+	+	+	+	+	+	0	+	-	+	+	0	+	+	+	+	+	+	+	-	-	-	0	-	-	-	-	+	-	-	-	-	-	-	+	+	-	0	0	+	0	-	0	-	0	-	0	-	-	-	-	0	-																												III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+																																				I
	-	0	+	-	-	-	+	+	-	-	+	+	+	+		0	-	0			0		0				-	-																																																					II
																																																																																III
READING	+	+	+	+	+	+	+		+	+	0	-	0	+	+	+	0	+	+	+	+	+	+	+	0	+	0	0	0	0																																																			I
	+	+	+	0	+	+	-	0	+	+	+	+	+	0	0																																																																	II
	+	-	+		-	0	-	0	-	+	+	+	+	+	0	-																																																																III
SCR	+	+	+	+	+	+	+	+	+	+	+		+	0	-	+	0	0	+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	-	+	+	+	+	+	+	+																																	I
	+	+	+	+	+	+	+	-	+	-	+	+	+	0	-	+	0	0	+	-	-	+	+	+	+	+	+	+	+	-	+	-	+	+	-	-	+	+	+	+	-	-	-	-	+	-	-																																	II
	0	+	0	+	-	+	-	0	-	+	+	+	+	+	+	+	+	+	-	-	+	0	+	+																																																									III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	0	0	+	0	0	0	+	+	+	+	+		+	+	+	+	+																																																						I
	+	+	+	+	+	+	+	+	+	0	0	+	0	0	+	0	+	+	+	+	-																																																												II
	+	-	-	-	-	-	-	-	+	+	0	-	-	+	+																																																																	III
TESTING	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+																																																															I
	+	+	-	+	0	0	-	-	-	-	-	-	+																																																																			II
																																																																																III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																										I
	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-	+	+	+	+	+	-	+	+																																																									II
	+	0	-	-	0	0	+	+	+	+	+	0	0	+	-	-			+	+	+	-	-	-	+	+	+	-			0	0	0	0	0	0	0	0	0	0	0	0																																							III
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

CODING FORM

SCHOOL CODE
CW 510

DATE APRIL 1982 PAGE 22 OF 23

SCHOOL CASS

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS																																																																		LINE NUMBER							
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	+	+	+		+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+																																																											I
	-	-	-		+	0	0	0		-	-	0	-																																																																				II
	+	+	0	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0	0	0	0	0	0	0																																																								III
COUNSELING	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+																																													I
	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+																																																			II
	+	+	+	+	+	+	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	-	-	-	+	+	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	0																												III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																				I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																																			II
																																																																																	III
READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+		+		+		+																																																			I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-																																																																		II
	+	+	+		+	+	+	+	+	0	0	0	0	+	+	+																																																																	III
SCR	+	-	+	+	+	+	+	+	+	+	+		+		-	+	+	+	+			+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+																																	I
	+	-	-	+	-	+	+	+	+	+	+		+		-	+	+	+	+			+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+		+	+	+	+	+	+																																		II
	-	+	0	+	-	+	+	+	-	+	-	0	+	+	+	+	+	+	+	+	+	0	-	+																																																									III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+			+	+																																																						I
	+	+	+	+	+	+	+	+	+	+	-	+	-	-	+	0	+	+	-	0	+																																																												II
	+	-	+	-	+	0	-	-	+	+	0	-	+	+	+																																																																		III
TESTING	+	+	+	+	+	+	+	+	+	+	+	+			0	+	+																																																																I
	+	+	+	+	+	+	+	+	+	[illegible]	-	+	+																																																																				II
																																																																																	III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																										I
	+	+	+	+	+	+	-	-	+	+	+	+	+	+	+	+	+	-	-	+	-	+	+																																																										II
	+	0	-	0	+	0	+	+	+	+	+	+	+	+	+	-			0	0	-	0	-	-	+	0	+	-			+	+	0	-	0	0	+	+	-	+																																									III
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

BEST COPY

CODING FORM

SCHOOL CODE
CW-574

DATE APRIL 1982 PAGE 23 OF 24

SCHOOL RENAISSANCE

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS																																																															LINE NUMBER								
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																																																														I
	-	-	-	-	-	-	-	-	-	-	-	-	-																																																																						II
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																									III
COUNSELING	+	+	+	+	+	+	+	+	0	+	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+					+	+																																												I
	+	+	+	+	+	0	0	+	0	0	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	-				+																																																		II
	-	-	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	-	+	+	+	+	+	+	0	+	+	+	0																												III
IN SERVICE	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+													+								+	+	+	+	+	+	+	+	+	+																																				I
	+	0	+	+	-	-	+	+	+	-	+	+	+	+			-	-			-																																																														II
																																																																																	III
READING	+	0	+	0	0	+	+	+	+	+	+	+	+	+	+																																																																			I
			+	+	+	+	+	+	+																																																																									II
		+				+	+	+	+						+	+																																																																III
SCR	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																			I
	+	+	+	+	+	+	+	+	+	+	+	+	-	-	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-	-	-	-																																				II
	0	+	+	+	+	+	-	+	0	+	+	-	+	+	+	+	+	+	-	+	+	+	+	+																																																											III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+			+	+																																																								I
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	0	+																																																														II
	+	0	+	0	+	0	+	+	+	+	0	+	+	+	+																																																																				III
TESTING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																																		I
	+	+	+	+	+	+	+	+	+	+	+	-	+																																																																						II
																																																																																	III
VOCATIONAL	+	+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																										I
	0	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																									II
	-						-	+	-	+	+	+	+	-	-	0				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																																							III
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

F-45

655

656

BEST COPY

INDIVIDUAL SCHOOL PROFILES

DETROIT PUBLIC HIGH SCHOOLS 1975-1984

		PAGE
REGION 1	MURRAY-WRIGHT	C-3
	NORTHEASTERN	C-11
	NORTHERN	C-19
REGION 2	CHADSEY	C-27
	NORTHWESTERN	C-35
	SOUTHWESTERN	C-43
	WESTERN	C-51
REGION 3	CODY	C-59
	MACKENZIE	C-67
REGION 4	COOLEY	C-75
	HENRY FORD	C-83
	REDFORD	C-91
REGION 5	CENTRAL	C-99
	MUMFORD	C-107
REGION 6	OSBORN	C-115
	PERSHING	C-123
REGION 7	DENBY	C-131
	FINNEY	C-139
REGION 8	KETTERING	C-147
	MARTIN LUTHER KING	C-155
	SOUTHEASTERN	C-163
CITY-WIDE SCHOOLS	CASS TECHNICAL	C-171
	RENAISSANCE	C-179
	AERO MECHANICS	C-187